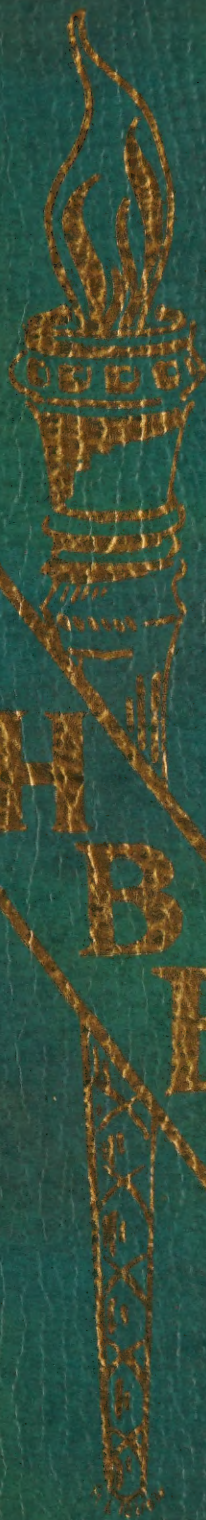


TORCH BEARER

1950

TEMPLE ISRAEL  
RELIGIOUS  
SCHOOL





**temple israel**

**boston**

**massachusetts**

**the 1950**

**torchbearer**

# the torchbearer

Published by the Students of the  
Temple Israel Religious School  
Boston, Massachusetts

VOLUME 9

MAY, 1950



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# dedication

To the Memory of  
MRS. FANNIE BARNETT LINSKY



"Children rise up and call her blessed . . ."

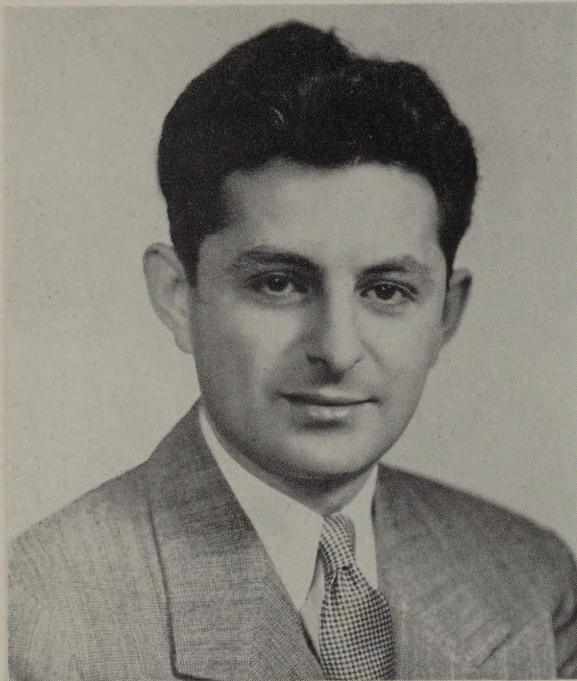
There are few among us—parents and children—who did not know our beloved teacher and friend, the late Mrs. Linsky. As a teacher of the first grade, Mrs. Linsky took little children by the hand, and figuratively and literally, led them over the threshold into their first formal Jewish education. In her class, little children sat enthralled as she unfolded the heroic tales of our people.

For thirty-eight years she served—children's children sat at her feet.

We, the Confirmation Class, humbly dedicate this book to her memory. Here are the classes who knew her and the school which she loved and served so long. Her devotion and unselfish service will always be an inspiration to all.

# greetings

Young hands, I hope you will pause as you turn these pages and read these few lines with me. This volume, so carefully put together, is a treasure chest. Its pages contain many priceless possessions locked in printer's ink. These valuable items are the many joyous moments and delightful friendships we have experienced at Temple Israel.



RABBI ABRAHAM J. KLAUSNER

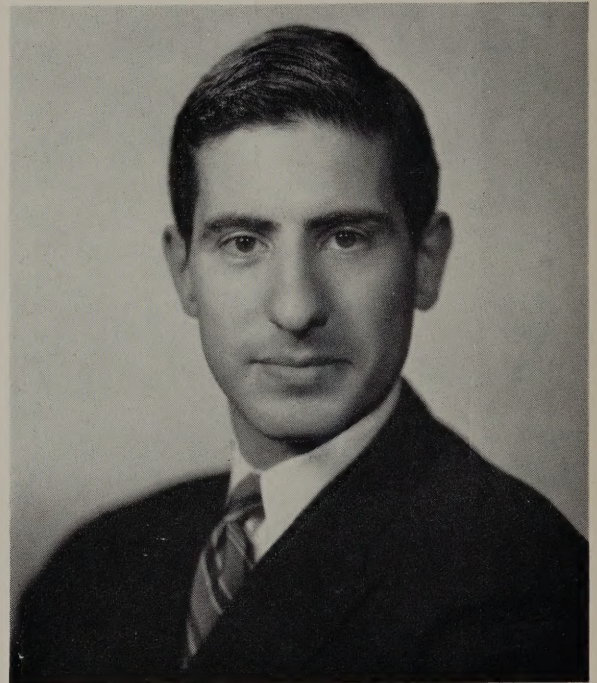
The moments and friendships I have in mind are of two kinds. There are those we have shared with friends, teachers and rabbis. There are also those shared with great events and dramatic personalities making up our tradition. These are as important as the others. In fact, at times, they may prove to be of greater importance.

When is a friend a friend? Shall we agree a friend is a friend in need? As we grow older and more responsibility is assigned us, we will come face to face with problems and challenges. These friends, the events and personalities of our tradition, will not only come to serve us as friends in need, but will inspire within us devotion and courage—the stuff others will admire in us.

I think I heard some ask, "Devotion and courage—for what?" Devotion—to the principles of our Jewish tradition. Courage—to make them meaningful in our lives and the lives of all our friends.

The Religious School, your closest bond with our Temple, is the strongest link in the chain of Temple Israel organizations. We who have had even a small part in your education—your Rabbis, your Principal, your teachers—rejoice in the fact that you have responded to our encouragement to take the paths of learning and truth.

The work of the Religious School is the freeing of the Jewish spirit. The faith of your teachers is the value you will ultimately find in the new vistas of Judaism "fore and aft" in our history and destiny.

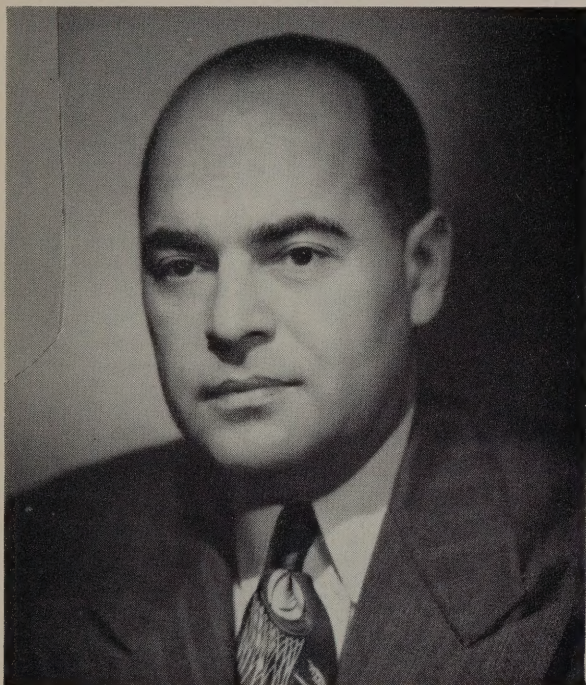


RABBI IRVING A. MANDEL

We hope you will accept the disciplines of your classrooms with the freedom of healthy and vigorous youth. We also know that each of you will grow to a richer maturity because of the few hours you have spent in the classrooms of Temple Israel.

For myself I should like to say farewell and heartfelt thanks for the sunniest hours of my stay at Temple Israel. There are a multitude of young boys and girls who I will some day hope to greet as sons and daughters in Israel, loyal in their service, devoted in their appreciation, and proud bearers of the names of their parents who have striven to make the school a garden in the Dwelling of the Lord.

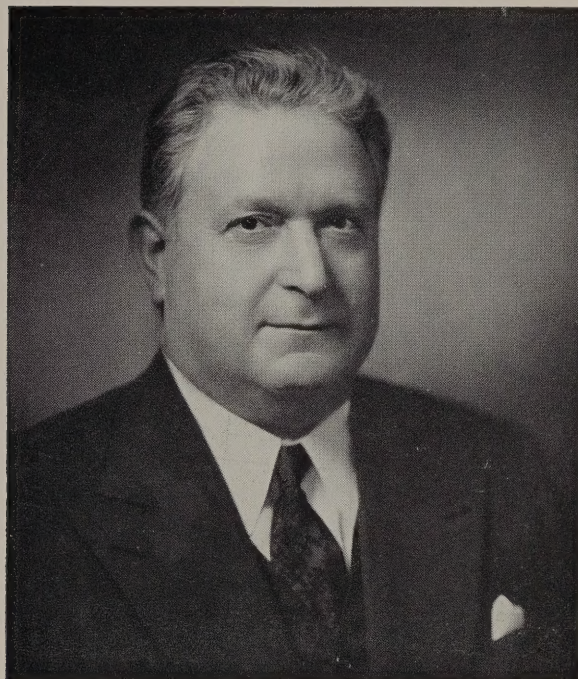
The students of our Confirmation Class are the beneficiaries and the exemplars of a vibrant creed. Liberal Judaism seeks to preserve and perpetuate all the fundamental values of our ancient faith, and to pass on, from generation to generation, the immutable truths which our sages, saints and



MR. FRANK L. KOZOL  
*Chairman, Board of Education*

prophets promulgated. These beliefs constitute a creed, a code of righteous living, a noble way of life. We have an epic history, a vast and brilliant literature, a matchless record through the centuries, of moral leadership, by precept and example. Though not bound by unessential formalisms, we respect and honor the ancient forms, however inapplicable they may be to a vigorous Judaism in our day. We are free to question, to evaluate, to avow and practice our faith, in forms suitable to the present, revering the past for its part in our history and development. This is the creed which these young graduates will cherish and avow, with honor and dignity; for such has been their training in our School.

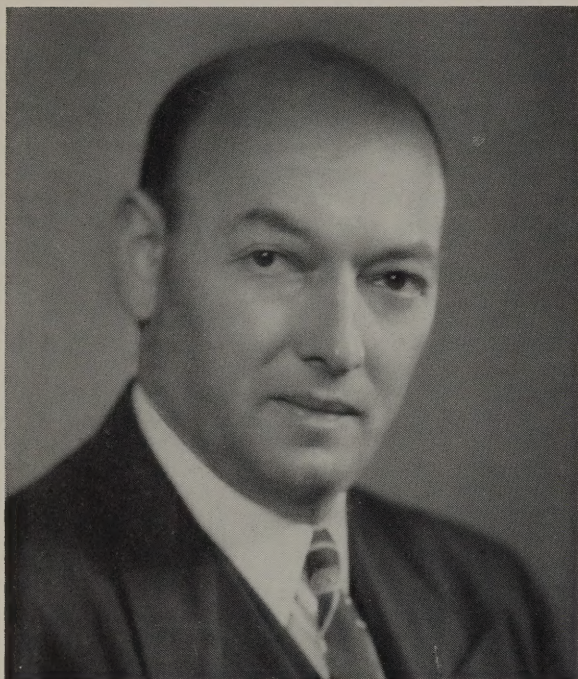
Once more the Temple Israel school year is rapidly drawing to a close. We, your elders, who are vitally interested in your welfare, have tried to give you a little understanding of Jewish history, religion and culture and their tremendous significance to the world. The Jewish heritage is one of the noblest and finest in all human history. Be conscious of it. Be proud of it. Nurture and preserve it. Promote its best interests and welfare.



MR. JOSEPH H. COHEN  
*President, Board of Trustees*

Children come into the world oblivious of man's ancient struggles and victories for freedom, for tolerance and understanding and for human brotherhood. Learn the role which Jews have played in this immortal struggle. You will be proud of their contribution to the better life; and you in turn, when the world is in your hands to mold and fashion, will do your part to carry the ideal of universal brotherhood further along the road to realization. That is why you are Torchbearers. That is why you are preparing yourselves for the race you will run later. You are the embodiment of our hopes and our ideals for a better future world. We bless you and surround you with our love and bid you go forward well prepared, for victory comes only to those who are.

There is a Jewish legend which tells of two merchants who lived in Palestine many years ago. They made their living by buying and selling merchandise in Egypt and Palestine. There was one road for their caravan to follow through the desert from Palestine to Egypt and back. Both of them prospered until a lion came from a cave near the caravan route and stopped the carav-



MR. SAMUEL A. NEMZOFF  
*Principal, Religious School*

van time after time. One of the merchants gave up his business for he dared not face the lion. The other merchant went over the regular caravan route and when he met the lion, stared at him in such a way that the lion turned away and let the merchant pass. This second merchant continued to prosper.

Our lions are the many obstacles which come across our paths. There are those who like the first merchant will turn away from difficulties and give up. There are others like the second merchant who will face all the difficulties and obstacles in their paths and will overcome them courageously.

Learning of all sorts is a discipline and requires pupils to face the task of study. Those who give the work and effort necessary for learning will in the long run be the gainers and receive their rewards in a life which will be all the richer for the fruits gained from study.

Your religious School helps to prepare you for living a happy life. Face the task of learning and regular attendance and giving of your best efforts and you will find satisfaction in joyous Jewish living.

It is indeed a pleasure to bring to our pupils greetings from the Parent-Teachers' Association. To the Confirmation Class—congratulations. I am confident that in the year to come, you will be able to look back on your years at Temple Israel Religious School with pleasure and with thanks that the knowledge you acquired has enabled you to live intelligently and with pride and dignity as American Jews.

The Parent-Teachers' Association has the responsibility of giving service to you—our children—for the purpose of bringing more warmth and pleasure to your school life. I hope that all the joyous occasions that we have celebrated together—the Shabbos




MRS. LEON MARGOLIS  
*President, Parent-Teachers Association*

luncheons, the holiday services, the Pass-over Seders—have made our Jewish traditions more meaningful and memorable to you.

May you all have a healthy and happy summer.



**our class**



# confirmation

## ORDER OF SERVICES

### "MAKE THEE GUIDEPOSTS"

*"Reform Judaism bridges antiquity and modernity, garbing the eternal verities in the raiment of these latter days."*

DR. DAVID PHILIPSON

"O BE JOYFUL", Norden .....Choir  
PRAYERS .....Union Prayer Book  
"PROCESSIONAL MARCH", Mendelssohn .....Mr. Fromm

### OPENING PRAYER

Deborah Mann      Phyllis Levenson      Gloria Karp      Judith Barnett

### SHABUOTH HYMN

The Class

### THEME

Elsa Kahn      Lewis Seidenberg

### EARLY BEGINNINGS

Elisse Robbins      Elinor Burmon      Robert Canter  
Judith Singer      Bessie Robinson      Glenda Marcus      Cynthia Korb

### STRIFE

Ellen Segal      Lawrence Berman      Eleanor Lewis

### NEW WORLD

Joanne Banks      Stephen Morse      Mary Holtz

### PITTSBURG PLATFORM

Ronna Jacobson      Frank Sieve      Nancy Palais

### COLUMBUS PLATFORM

Lorraine Goldberg      Audrey Stearns      Frederic Sharf  
Judith Eisenberg      Gordon Levin      Eleanor Ross      Naomi Gordon

### TORAH SERVICE

INTRODUCTION TO TORAH READING .....Susan Trichter  
PRAYER BEFORE THE ARK .....Jerome Siegel  
BLESSINGS OVER THE TORAH .....Harris Stone  
THE HEBREW DECALOGUE .....Allan Greenfield  
THE DECALOGUE IN ENGLISH .....Selwyn Shine



# program

PROPHETIC READING .....Herbert Miller  
PRAYER ON REPLACING TORAH .....Sanford Kowal  
"TREE OF LIFE" .....Choir

## PAST, PRESENT, FUTURE

Sylvia Levi                      Arthur Wolman                      Dorothy Kemler  
Selma Levine                      Suzanne Rosen

## FLORAL OFFERING

Judith Mandelstam                      Constance Golub                      Ina Smith

## CLASS ESSAYS

Sandra Shohet                      Judith Seltzer

## CLOSING PRAYER

Marina Moskow                      Muriel Nissen                      Susan Solomont                      Merle Mandell

ANTHEM: "Hallelujah", Lewandowski .....Choir  
SERMONETTE .....Rabbi Klausner  
PRESENTATION OF CERTIFICATES .....Mr. Frank L. Kozol  
BLESSING OF CONFIRMANDS .....Rabbi Klausner

Violin Solo by Robert Ritzenheim

CONCLUSION OF SERVICE .....Union Prayer Book  
"STAR SPANGLED BANNER" .....Choir and Congregation  
BENEDICTION .....Rabbi Klausner  
POSTLUDE .....Mr. Fromm


## CHORAL GROUP

Judith Eisenberg	Sylvia Levi	Eleanor Ross
Lorraine Goldberg	Merle Mandell	Ellen Segal
Constance Golub	Deborah Mann	Judith Singer
Gloria Karp	Glenda Marcus	Ina Smith
Dorothy Kemler	Elisse Robbins	Susan Trichter

Written and arranged by Samuel A. Nemzoff

Coached by Aaron Gordon and Mildred Tumaroff

Choral Group coached by Herbert Fromm





GRADE X

(Left to Right)

ROW 1: Ellen Segal, Suzanne Rosen, Elinor Burmon, Bessie Robinson, Judith Barnett, Glenda Marcus, Ronna Jacobson, Eleanor Ross, Ina Smith.  
 ROW 2: Lorraine Goldberg, Phyllis Levenson, Merle Mandell, Nancy Palais, Mrs. Joseph Finstein, Naomi Gordon, Dorothy Kemler, Joanne Banks.  
 ROW 3: Jerome Siegel, Fred Sharf, Stephen Morse, Arthur Wolman, Gordon Levin, Robert Canter.



# GRADE X

(Left to Right)

ROW 1: Judith Singer, Cynthia Korb, Muriel Nissen, Judith Eisenberg, Elsa Kahn, Elisse Robbins, Sandra Shohet, Susan Trichter, Sylvia Levi.

ROW 2: Lawrence Berman, Lewis Seidenberg, Harris Stone, Deborah Mann, Mr. Aaron Gordon, Marina Moskow, Judith Mandelsten, Selma Levine, Susan Solomont.

ROW 3: Constance Golub, Audrey Stearns, Judith Seltzer, Sanford Kowal, Frank Sieve, Herbert Miller, Allan Greenfield.

judy sel**T**zer  
elsa ka**H**n  
audr**E**y stearns

bob **C**anter  
lorraine goldberg  
selwy**N** shine  
Fred shar**F**  
selma lev**I**ne  
jer**R**y siegel  
Merle mandell  
m**A**rina moskow  
ina smi**T**h  
harr**I**s stone  
elisse r**O**bbins  
judy si**N**ger

**C**onnie golub  
judy mandl**L**stam  
Arthur wolman  
sandra **S**hohet  
Sylvia levi

susan sol**O**mont  
san**F**ord kowal

j**O**anne banks  
lawre**N**ce berman  
phyllis l**E**venson

susan **T**richter  
cynt**H**ia korb  
eleanor r**O**ss  
m**U**riel nissen  
nancy palai**S**  
ellen seg**A**l  
lewis seide**N**berg  
Deborah mann

judy bar**N**ett  
jud**I**th eisenberg  
ron**N**a jacobson  
Elinor burmon

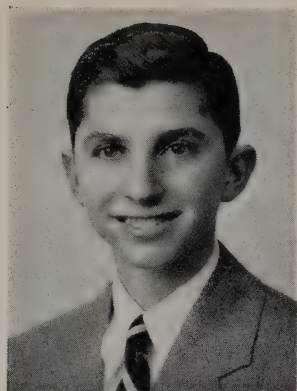
mary **H**oltz  
glenda marc**U**s  
bessie robinso**N**  
gor**D**on levin  
suzanne **R**osen  
herbert mill**E**r  
naomi gor**D**on

glori**A** karp  
mrs. fi**N**stein  
mr. gor**D**on

allan green**F**ield  
eleanor lew**I**s  
Frank sieve  
s**T**ephen morse  
doroth**Y** kemler

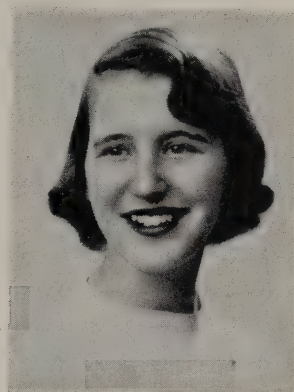


SANDRA SHOHE  
Secretary



HERBERT MILLER  
President

## class officers



ELSA KAHN  
Treasurer

### Class Committee

DOROTHY KEMLER  
SANFORD KOWAL

MERLE MANDELL  
FREDERIC SHARF

### PRESIDENT'S MESSAGE

My first thought in delivering this message is one of gratitude. On behalf of the class of 1950, Confirmants of Temple Israel, may I express to Mr. Nemzoff, Rabbi Klausner, Rabbi Mandel, and to our teachers our sincere thanks for your patience in guiding us during the past years. While, in a sense, this is a time of parting—in the greater analysis, we are aware that it is truly a beginning for us. We know full well that soon all responsibilities in our beloved Temple will become ours, as we pass from youth to adulthood. We know that we shall not be found wanting in our duties to our Temple and to our community.

To my fellow classmates, I extend my very best wishes. May we continue our friendship in common service to the Temple.



### JOANNE R. BANKS

"Jo"

Day School: Brookline High School.  
 Pet Peeve: Getting Ronna's habits.  
 Favorite Pastime: Arguing with my brother.  
 Parting Advice: The first ten years are the hardest.  
 Ambition: College, and then who knows?

### JUDITH BARNETT

"Judy"

Day School: Brookline High School.  
 Favorite Pastime: Knitting, gabbing.  
 Best Memories of T.I.: Rabbi Liebman's talks.  
 Ambition: To be a psychologist.



### ELINOR BERMAN

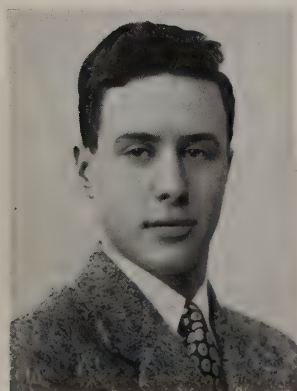
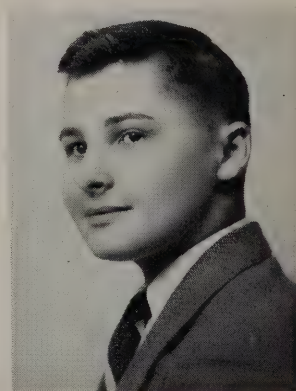
"El," "Ellie"

Day School: Newton High School.  
 Pet Peeve: People who say, "My, how you've grown!"  
 when they know I haven't.  
 Favorite Pastime: Stamp collecting, knitting, arts and  
 crafts.  
 Best Memories of T. I. : Mr. Gordon's jokes.  
 Ambition: College and occupational therapy.

### LAWRENCE BERMAN

"Larry"

Day School: Browne and Nichols School.  
 Pet Peeve: Arguments.  
 Favorite Pastime: Doing something of no consequence.  
 Suggestions for T. I. : To have an assembly every week.  
 Ambition: To be successful at whatever I decide to do.



### ROBERT CANTER

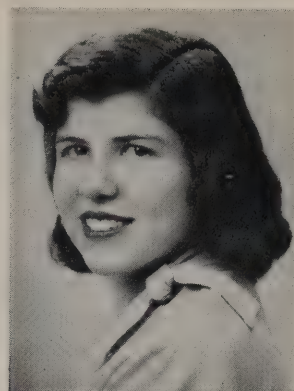
"Butch"

Day School: Newton High School.  
 Pet Peeve: People who won't move back in the bus.  
 Favorite Pastime: Canasta.  
 Parting Advice: Do your homework.  
 Ambition: To be able to listen to jazz records all day.

**JUDITH A. EISENBERG**

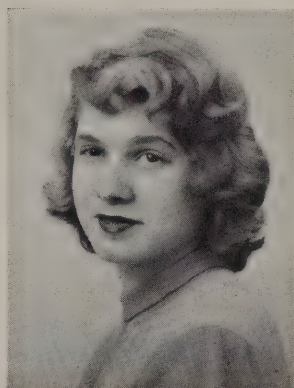
*"Judy," "Clover"*

Day School: Brookline High School.  
Pet Peeve: Waiting for the U. S. mail, sports.  
Favorite Pastime: Finding four-leaf clovers.  
Best Memories of T. I. : Rabbi Liebman.  
Ambition: Diploma, degree, dream man.



**LORRAINE J. GOLDBERG**

Day School: Brookline High School.  
Pet Peeve: The telephone.  
Favorite Pastime: Playing the accordion.  
Suggestions for T. I. : No home assignments.  
Ambition: To become a professional singer . . . ?



**CONSTANCE GOLUB**

*"Connie"*

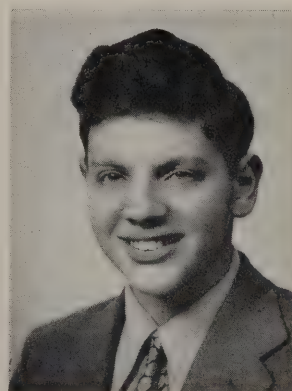
Day School: Weeks Junior High School.  
Pet Peeve: Younger sisters and brothers.  
Favorite Pastime: Listening to my collection of records.  
Parting Advice: Try to get the most out of what you have.  
Ambition: To be on the stage.



**NAOMI L. GORDON**

*"Na"*

Day School: Brookline High School.  
Pet Peeve: Hearing Joanne say, "Guess who called?"  
Favorite Pastime: Those things that wear long pants.  
Best Memories of T. I. : Writing notes in Sunday School.  
Ambition: To live in a trailer and to ride a motorcycle.



**ALLAN H. GREENFIELD**

*"Al"*

Day School: Boston Latin School.  
Pet Peeve: Conceited people.  
Favorite Pastime: Chess, piano, skating, tennis, and dramatics.  
Best Memories of T. I. : The privilege of knowing Rabbi Liebman.  
Ambition: Harvard Law School.



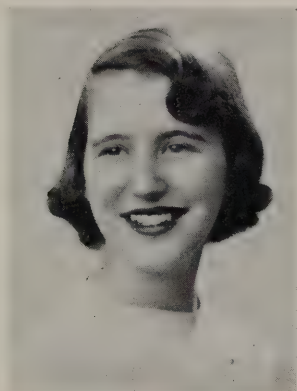
### MARY HOLTZ

Day School: Brookline High School.  
 Pet Peeve: My sister and all her boy friends.  
 Favorite Pastime: Skating.  
 Suggestions for T. I. : Shorter School hours.  
 Ambition: College.

### RONNA M. JACOBSON

"Ron"

Day School: Brookline High School.  
 Pet Peeve: Getting Joanne's habits.  
 Favorite Pastime: Alexander's invention.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: College and then. . . .

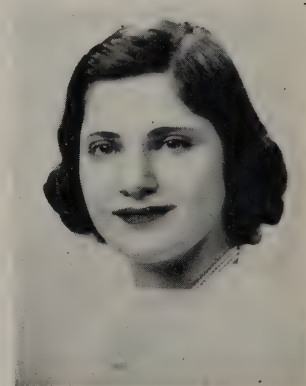


### ELSA L. KAHN

Day School: Brookline High School.  
 Pet Peeve: Filling out these awful things.  
 Favorite Pastime: Sailing, the "quadrangle" at 1:30.  
 Best Memories of T. I. : Rabbi Liebman's stories.  
 Ambition: Journalism.

### GLORIA D. KARP

Day School: Brookline High School.  
 Pet Peeve: Joanie? Gloria? Who is it?  
 Favorite Pastime: All sports and trying to think of a nickname.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: He may not be a knight in shining armor, "But I Can Dream, Can't I?"



### DOROTHY KEMLER

"Dotty"

Day School: Brookline High School.  
 Ambition: To be a social worker.

### CYNTHIA J. KORB

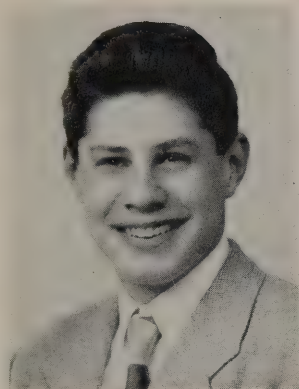
Day School: Roslindale High School.  
 Pet Peeve: *Basic Judaism* by Milton Steinberg.  
 Favorite Pastime: Sports and acrobatic dancing.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: To be confirmed at T. I.



### SANFORD KOWAL

"Sandy"

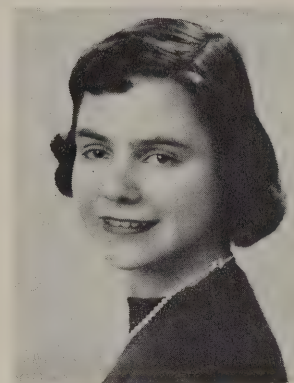
Day School: Newton High School.  
 Pet Peeve: "Sunday School" on Saturday and Tuesday.  
 Favorite Pastime: Sailing.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: College.



### PHYLLIS LEVENSON

"Phyl"

Day School: Shady Hill School.  
 Pet Peeve: Red Sox rooters.  
 Favorite Pastime: Talking on the telephone.  
 Suggestions for T. I. : Clocks in every room.  
 Ambition: To find an ambition.



### SYLVIA E. LEVI

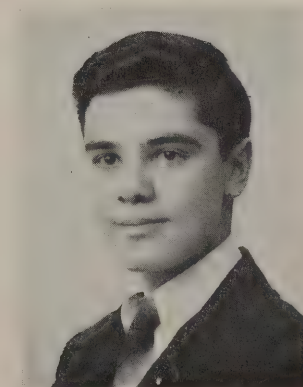
Day School: Newton High School.  
 Pet Peeve: Latin and sarcastic people.  
 Favorite Pastime: Talking on the telephone.  
 Best Memories of T. I. : 12:15.  
 Ambition: College.



### N. GORDON LEVIN, JR.

"Gordie"

Day School: Browne and Nichols School.  
 Pet Peeve: Homework and Russia.  
 Favorite Pastime: Going to movies.  
 Suggestions for T. I. : More current events.  
 Ambition: To visit Europe.





### SELMA LEVINE

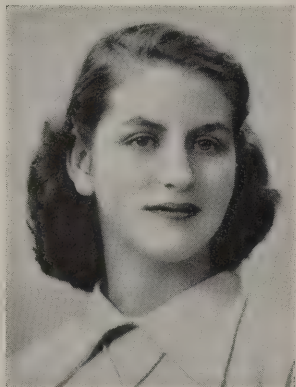
"Sel"

Day School: Jeremiah E. Burke High School.  
 Pet Peeve: Bossy older brothers.  
 Favorite Pastime: Bowling, reading, and talking on the telephone.  
 Best Memories of T. I. : Confirmation class.  
 Ambition: Business school and then to be a private secretary.

### ELEANOR J. LEWIS

"Ellie"

Day School: Brookline High School.  
 Pet Peeve: A certain brother.  
 Favorite Pastime: Listening to popular music and skiing.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: U.C.L.A.



### MERLE J. MANDELL

Day School: Newton High School.  
 Pet Peeve: People who listen to my private telephone conversations. (take notice S.A.M.).  
 Favorite Pastime: Horseback riding, swimming, tennis, singing, and basketball.  
 Best Memories of T. I. : The confirmation class.  
 Ambition: Wellesley and then journalism.

### JUDITH MANDELSTAM

"Judy," "Mandy"

Day School: Newton High School.  
 Pet Peeve: People who can't get a story straight.  
 Favorite Pastime: WHDH.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: College and marriage.



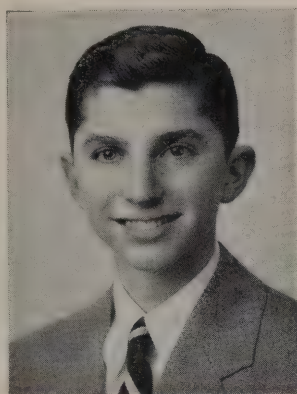
### DEBORAH L. MANN

"Debby"

Day School: Swampscott High School.  
 Pet Peeve: Gossips.  
 Favorite Pastime: Music, dates, basketball games.  
 Parting Advice: Don't do Mrs. Finstein's assignment in Mr. Gordon's class.  
 Ambition: Wellesley College and then. . .

### GLEND A MARCUS

Day School: Newton High School.  
 Pet Peeve: Boys that don't dance.  
 Favorite Pastime: Music, art, talking on the telephone.  
 Best Memories of T. I. : The confirmation class.  
 Ambition: College and a musical career.



### HERBERT ALAN MILLER

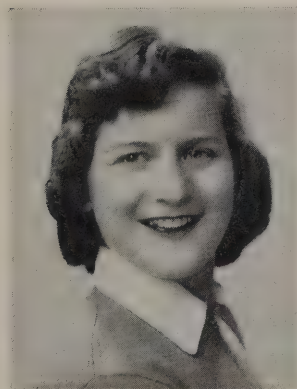
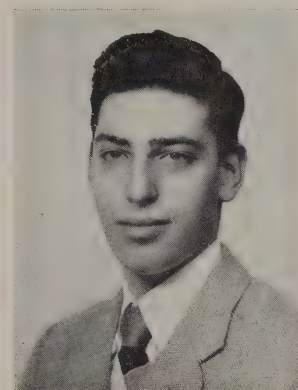
*"Butch"*

Day School: Brookline High School.  
 Pet Peeve: Girls who part saying, "Call me."  
 Favorite Pastime: Photography and the Red Sox.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: College.

### STEPHEN R. MORSE

*"Moose"*

Day School: Newton High School.  
 Pet Peeve: My mother's driving.  
 Favorite Pastime: Procrastinating.  
 Best Memories of T. I. : Rabbi Klausner's diagrams.  
 Ambition: Not to see the dawn's early light on Saturday mornings.



### MARINA MOSKOW

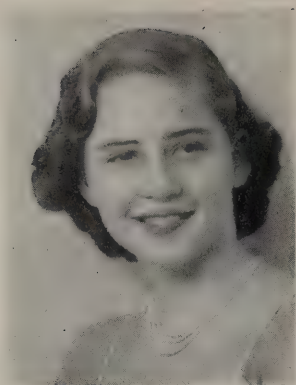
Day School: Newton High School.  
 Pet Peeve: Homework.  
 Favorite Pastime: Sports and. . .  
 Suggestions for T. I. : Less homework.  
 Ambition: College and. . .

### MURIEL A. NISSEN

*"Miki"*

Day School: Cambridge High and Latin School.  
 Pet Peeve: Geometry.  
 Favorite Pastime: Ice skating and riding my English bicycle.  
 Best Memories of T. I. : Mr. Gordon's anecdotes.  
 Ambition: Radcliffe College.





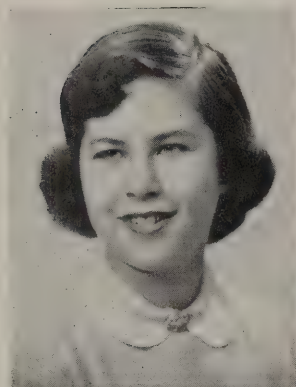
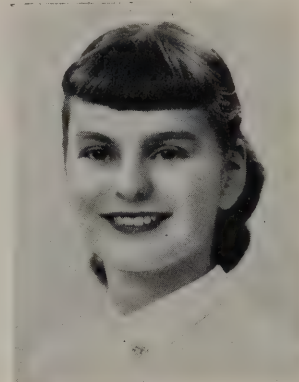
### NANCY PALAIS

Day School: Beaver Country Day School.  
 Pet Peeve: Thinking of pet peeves.  
 Favorite Pastime: Sailing, art, basketball, horseback riding.  
 Best Memories of T. I. : Those early years when I was always on the honor roll.  
 Ambition: To go to college, marry a *Harvard* man, and then who knows?

### ELISSE J. ROBBINS

"Lisie"

Day School: Brookline High School.  
 Pet Peeve: People who are never on time.  
 Favorite Pastime: Skiing.  
 Best Memories of T. I. : The inspiration of Rabbi Liebman.  
 Ambition: Julliard School of Music.



### BESSIE ROBINSON

"Robin"

Day School: Brookline High School.  
 Pet Peeve: Trying to lose weight.  
 Favorite Pastime: Eating.  
 Best memory of T. I. : Interviews with Dr. Klausner.  
 Ambition: To be a psychologist.

### SUZANNE R. ROSEN

"Sue"

Day School: Brookline High School.  
 Pet Peeve: Latin.  
 Favorite Pastime: Movies on Saturday afternoons.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: College.



### ELEANOR ROSS

"Ellie"

Day School: Brookline High School.  
 Pet Peeve: Tests.  
 Favorite Pastime: Wondering who will be General Manager of General Motors.  
 Parting Advice: Religion is within you and comes not without observation.  
 Ambition: Dramatics.

**ELLEN SEGAL**

"Ellie"

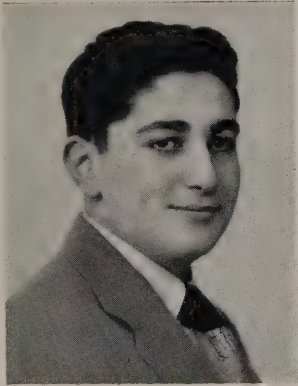
Day School: Newton High School.  
Pet Peeve: Nosey brothers.  
Favorite Pastime: Sailing, swimming, talking, music, sewing.  
Best Memories of T. I. : The food at our Saturday luncheons.  
Ambition: College.



**LEWIS SEIDENBERG**

"Swiftly"

Day School: Brookline High School.  
Pet Peeve: People who tell me to do something just as I am about to do it.  
Favorite Pastime: Working with animals.  
Best Memories of T. I. : Rabbi Liebman.  
Ambition: Veterinary medicine.



**JUDITH L. SELTZER**

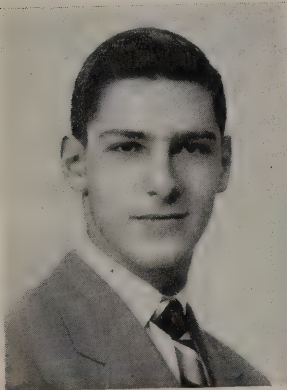
"Judy"

Day School: Brookline High School.  
Pet Peeve: The telephone when it tolls not for me.  
Favorite Pastime: Reading, writing, watching the Red Sox win.  
Best Memories of T. I. : Rabbi Liebman's sermons.  
Ambition: To boss a politician.



**FRED SHARF**

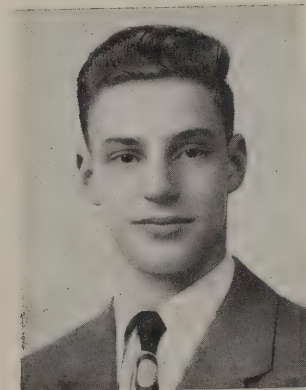
Day School: Newton High School.  
Pet Peeve: Sunday School homework.  
Favorite Pastime: Skiing.  
Best Memories of T. I. : Mr. London sitting on the desk.  
Ambition: Harvard, Business.



**SELWYN P. SHINE**

"Sel," "Eggs"

Day School: Newton High School.  
Pet Peeve: Saturday School.  
Favorite Pastime: Rooting for that inevitable Red Sox pennant.  
Best Memories of T. I. : Rabbi Liebman.  
Ambition: To travel around the world.





### SANDRA SHOHEH

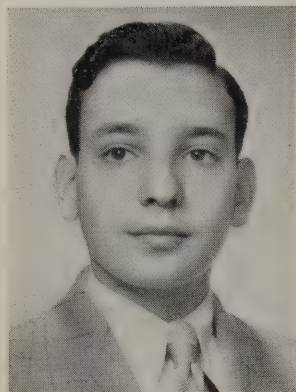
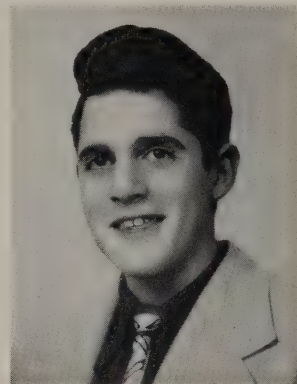
"Sandy"

Day School: Brookline High School.  
 Pet Peeve: The M.T.A. and Ted Williams fans.  
 Favorite Pastime: Photography, playing the piano, and debating.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: To go up in a balloon and to visit Persia.

### JEROME SIEGEL

"Jerry"

Day School: Brookline High School.  
 Pet Peeve: Fellows who don't bring in their Torchbearer money on time.  
 Favorite Pastime: Wasting time.  
 Best Memories of T. I. : Singing in Miss Fine's class.  
 Ambition: College and to go into the medical field.



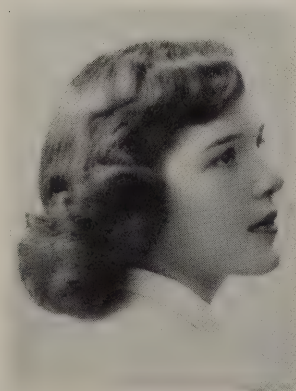
### FRANK F. SIEVE

Day School: Newton High School.  
 Pet Peeve: Relatives who say, "My, how you've grown!"  
 Favorite Pastime: Going to French ballets.  
 Suggestions for T. I. : A Coke and hot dog dispenser for between-class recesses.  
 Ambition: To be as fine as my Mom and Dad are.

### JUDITH SINGER

"Judy"

Day School: Newton High School.  
 Pet Peeve: Busy signals on the telephone.  
 Favorite Pastime: Talking on the telephone, collecting records.  
 Best Memories of T. I. : Rabbi Liebman.  
 Ambition: College and then marriage.



### INA SMITH

Day School: Brookline High School.  
 Pet Peeve: Short hair.  
 Favorite Pastime: Horseback riding.  
 Best Memories of T. I. : Tuesdays with Rabbi Klausner.  
 Ambition: To become a good skier.

### SUSAN SOLOMONT

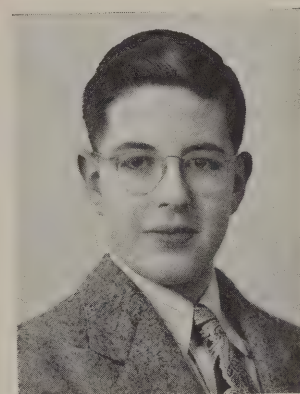
"Susie"

Day School: Newton High School.  
Pet Peeve: All people who talk too long on the telephone except me.  
Favorite Pastime: Art, music, dates, reading.  
Best Memories of T. I. : The fabulous Mr. Gordon.  
Ambition: Art or writing and maybe marriage.



### AUDREY STEARNS

Day School: Newton High School.  
Pet Peeve: Math and busy signals on the telephone.  
Favorite Pastime: Watching the Red Sox.  
Best Memories of T. I. : Confirmation Class.  
Ambition: College and then. . .



### HARRIS STONE

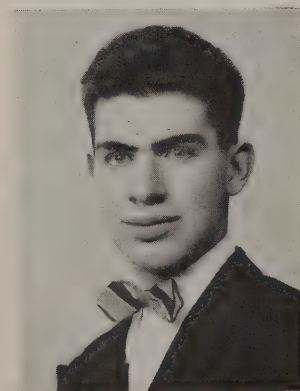
Day School: Boston Latin School.  
Pet Peeve: German.  
Favorite Pastime: Golf.  
Suggestions for T. I. : Move nearer to the drug store.  
Ambition: To be a par player.



### SUSAN TRICHTER

"Susie," "Sudsy"

Day School: Choate.  
Pet Peeve: People who say, "When are you going to have your hair cut?"  
Favorite Pastime: Tennis, playing the piano, and dancing.  
Suggestions for T. I. : Cold drinking water.  
Ambition: A.B. and M.R.S. degrees.



### ARTHUR M. WOLMAN

"Legs," "Artie"

Day School: Manter Hall.  
Pet Peeve: Losing things and homework.  
Favorite Pastime: Magic, coins, and being a highbrow.  
Best Memories of T. I. : Teachers.  
Ambition: L.L.D. and to be a publisher.

# class essay

## OUR CHALLENGE

Judith Seltzer, 10B

The present has its roots in the past; there is no better way of meeting the future than that of having an understanding of what came before. We Jews have a rich heritage in the history of our people. The contributions our ancestors made to civilization are even now being felt.

One very beautiful idea about an afterlife which we as Jews can accept is found in the thought that each person lives on forever in those with whom he comes into contact. In that way no person ever really dies, but lives on forever in others. Our life and actions will affect the earth as long as there are human beings on it. In this way it can be said that the Jewish people, our ancestors, can never die; that the courage and ideals they bequeathed to the world will live on always.

The Hebrews in Biblical times set forth a philosophy of life in which dignity of the individual was upheld. This ideal has become the cornerstone of our present civilization. In daring to defy the ideas of their time, those early Israelites left ideals and goals of perfection that people will forever strive to reach.

The European Jews, often relegated to the darkest portions of Jewish history, were an example to the rest of the world. These persecuted ones, during the darkest age of humanity, refused to lay down their beliefs on the altar of dictatorship. Slowly, mankind began to realize that no one has a right to dictate the life of another. Perhaps if it hadn't been for the example of those early Jewish martyrs, mankind would have taken longer to break the chains of oppression.

We have seen in our own time what could be called the greatest inspiration that the Jewish people could give to the rest of the world, that of the Zionist movement. The coming of one actual Messiah could hardly be as inspiring as the story of a people who became their own Messiah. It is impossible to hear about what is being done in Israel without feeling a sense of pride as Jews. Before the reclamation of Israel, the seeds of co-operative living always grew into a form of dictatorship. But now the religion of work and the devotion to an ideal have borne in Israel the fruit of pure socialism and co-operative community living. Israel is a new nation, full of potentiality for immense good. From the land is rising a new people, from the people could rise a new inspiration to a despondent and tired world.

But what of us? We realize what Israel can mean for the enrichment of our lives. Yet we are American Jews, and as such have our own contribution to make to the pattern of civilization.

American Jewry has brought change to religion, change that acknowledges the pressures of the times. Reform Judaism itself proves that a religion with its roots in the past need not fear the infiltration of new ideas. As man's horizon widens, the ideals he is able to add to his spiritual life broaden also. For this reason, change is fundamental to religion. Religion alone cannot stand still while humanity's other interests expand in potentiality and objectives. The religions of today must show how their basic teachings can give hope to the world. Now, as never before in the history of the world, is faith necessary. The world must understand that its great hope for survival lies in the combining of physical truth and science with its spiritual and idealistic features. Mankind's powers for self-destruction must be matched by his moral code. Universal feelings of brotherhood must prevail. The only way to accomplish this goal is through religion,—religion that is taught to fit the times.

Reform Judaism teaches that religion in its ideal state is not merely an isolated code of belief and prayer but more truly, a way of life—of everyday behavior. Our rabbis realize that change should not come too swiftly but rather through an evolutionary process, like the spinning of a wheel. If the wheel is swung too hard, it revolves back to the point from which it started. We in Reform Judaism can contribute thoughts about the maturity of religion and the chances it has to meet modern challenges. It is for us to use our Judaism for the immense powers of good that it contains.

In the past, Jews have taught the world ideals of brotherhood, freedom, and equality; today Israel is leaving its mark on the world; perhaps our generation can, in some measure, show how religious ideals can become an element for world maturity. We have our chance to help others; like our ancestors we are striving to aid humanity. In every generation this ideal is advanced in a different manner. We can do it through the elements of adaptation and change. It is our turn now. We have a challenge to meet. Our ancestors met this challenge; the Israeli are meeting it now. We, too, can give the precious gift of peace to the world.



# class essay

## WHY BE A JEW

Sandra Shohet, 10B

I am a Jew. I am a Jew because my mother was a Jew and my father was a Jew. There has never been any question as to my being brought up as a Jewish child. Upon my confirmation, however, I am faced with a decision:—Do I wish to remain a Jew? Must I go through life as a Jew merely because my mother was a Jew and my father was a Jew? No, that is not why I have chosen the Jewish religion. I am a Jew because to be a Jew means:

To belong to a people who have shown the world that through their belief in monotheism, their love and trust in the one God, they are alive and united today; a people who have hurdled every obstacle, endured every hardship that could be conjured by the minds of men. From time immemorial Jews have been persecuted by every country in which they sought refuge; merely because of their Jewishness, they have been driven over the face of the earth; yet today they exist, their spirit unburnished, as a reminder, a living example to the world which so ruthlessly condemned them, that seeming miracles can be accomplished and the life light of a people can be sustained by worshipping love and brotherhood.

Because I am a Jew part of the spirit and complexion of my people lives in me. As each time a Jewish child is born, so is this spirit reborn, thus proving that the Jewish people can never die; for the essence and soul of Judaism is as young and fresh as the youngest child and as wise and experienced as the oldest sage.

I am a Jew because I owe it to the world. I can number among my race men such as Judah Halevi, Theodore Herzl, Felix Frankfurter, Albert Einstein, Haym Salomon, and Abram Waksman. It is the responsibility of every civilization to contribute its share to mankind. Each race or people possesses a culture which it must conduce to humanity. The more diversified these cultures are, the more necessary they become, for progress in every field is attained only by a combination of varied ideas, an alliance of individual theories and doctrines. The Jewish people are outstanding for their powers of clear thinking and unusual reasoning ability.

I am a Jew because I owe it to my fellow Jews. In many countries of the world today Jews are suffering untold hardships. I, as an American Jew, am all they have to look to for help, and it is I in whom they must put their trust and pin their faith. If I were to abandon my religion I would be showing them that the very thing for which many have died and for which many are still dying means nothing to me. I can not desert them now.

The Jewish people have borne a nation, Israel. For centuries and centuries these people have preached freedom and equality, yet their principles and ideals have been mocked and scorned, cruelly tossed about by men. Nevertheless it is these people, in whose faces the very tenets of democracy have been thrown, who have established a country with God's laws as its constitution. This accomplishment in itself, of a people who have been so ill-used by the world, stamped upon and trampled, as a fire beaten by a spade, out of whose miseries and sorrows has arisen, as sparks from a fire, a new nation, a land of love, may set an example, a pattern for posterity.

I am a Jew because I find my mind and heart to be in accordance with the principles and ideals of Judaism;—my mind because I revel and take pride in the glory of its existence; my heart because the faith of my fathers is strong within me. I AM A JEW!!

# last will and testament

We, the Confirmation Class of 1950 being of sound mind (despite statements to the contrary), and whole body, do hereby declare this to be our Last Will and Testament:

To Mr. Nemzoff we leave our thanks and gratitude for championing all our causes and being a true friend.

To Rabbi Klausner we leave an autographed copy of BASIC JUDIASM and a stack of comic books left from the Tuesday sessions.

We leave Mrs. Feinstein trying to solve THE Modern Jewish Problem of connecting the disappearance of one answer sheet with an exceptionally brilliant class.

To Mr. Gordon we leave a collection of jokes, compiled, edited, and copied by F. S.

To Rabbi Mandel and the faculty we leave our appreciation for guiding us always with such wisdom and understanding.

To Mr. Grenier we leave the old but appropriate song, SERENADE OF THE BELLS.

To Dorothy Kemler we leave a pet peeve, favorite pastime, and her choice of best memories, suggestions for T. I. or parting advice.

We leave Harris Stone moving the drug store.

Susie Solomont leaves us wondering which of her three ambitions she is trying to attain.

Lawrence Berman leaves trying to think up assemblies for each week.

To Susan Trichter we leave a dime to have her hair cut.

Gordon Levin leaves as ambassador to Russia.

Sylvia Levi leaves still talking on the telephone.

Stephen Morse leaves.

Marina Moskow leaves us wishing that we had such a brother!

To Arthur Wolman we leave an extended course in Reform Judaism.

We leave Elisse Robbins pursuing her musical career.

We leave Glenda Marcus and Ellen Segal still leaving Tuesday classes fifteen minutes early.

We leave Allan Greenfield passing the time playing chess, the piano, tennis, skating, and acting.

To Naomi Gordon we leave a trailer and motorcycle with which to pursue her laudable ambition.

We leave Gloria Karp a nickname.

To Judy Seltzer we leave the public address system to release her suppressed desires.

We leave Mary Holtz and Ina Smith permanent tardy slips.

We leave Deborah Mann those Tuesday classes she missed.

We leave Frankie Sieve wondering how he ever did it—the first modern Jewish problem he ever bothered to solve.

We leave Sandy Shohet still arguing, flanked by an array of the heads of her defeated opponents.

Selma Levine leaves managing to endure her older brothers.

To Fred Sharf we leave our undying thanks for making classes so enjoyable.

Elsa Kahn leaves waiting to see the TORCHBEARER published.

We leave Judy Mandelstam straightening stories.

Selwyn Shine leaves rooting for the Red Sox.

Nancy Palais leaves still trying to find a pet peeve.

To Cynthia Korb we leave a copy of BASIC JUDIASM.

To Audrey Stearns and Merle Mandell we leave some left over song titles.

Phyllis Levenson leaves rooting for the Braves.

To Judy Eisenberg we leave that "dream man."

We leave Bessie Robinson and Jerry Siegel still collecting money for the TORCHBEARER.

To Muriel Nissen we leave Radcliffe.

Bob Canter and Herbert Miller leave their parts from the Channukah play to next year's confirmation class.

Elinor Burmon leaves trying to grow taller, so that when people say, "My, how you've grown," they'll be right.

We leave Sue Rosen studying Latin in 419.

Eleanor Ross leaves wishing she could go to the movies Saturday afternoons.

To Lewis Seidenberg we leave plenty of adhesive tape and the reminder that "silence is golden."

We leave Sanford Kowal some left over appointments with Alfred Brown,

Judy Barnett leaves minus her appendix.

Connie Golub leaves still arguing that freshmen have as much homework as sophomores.

To Lorraine Goldberg we leave an empty attendance book.

Joanne Banks, Ronna Jacobson, and Ellie Lewis leave still kibitzing.

Witness our hand and seal this eighth day of May, 1950.

For the class

ELSA KAHN  
JUDITH SELTZER  
SANDRA SHOHET

# the song of the fifty

Merle Mandell      Audrey Stearns

## The Songsters

Joanne Banks — KEEP SMILIN'  
 Judith Barnett—STAY AS SWEET AS  
 YOU ARE  
 Larry Berman—MUSIC, MUSIC, MUSIC  
 Elinor Bermon — OH, BABY!!  
 Robert Canter—THE WOODY WOOD-  
 PECKER SONG  
 Judy Eisenberg — SMILES  
 Lorraine Goldberg — AIN'T MISBE-  
 HAVIN'  
 Connie Golub—HAIR OF GOLD, EYES  
 OF BLUE  
 Naomi Gordon — SUNFLOWER  
 Allan Greenfield — ALL THE THINGS  
 YOU ARE  
 Mary Holtz — I'VE TOLD EVERY  
 LITTLE STAR  
 Ronna Jacobson — WHISPERING  
 Elsa Kahn—ALWAYS TRUE TO YOU  
 DARLING (IN MY FASHION)  
 Gloria Karp—I CAN DREAM, CAN'T  
 I?  
 Dottie Kemler — BEAUTIFUL DREAM-  
 ER  
 Cynthia Korb — DANCE BALLERINA,  
 DANCE  
 Sanford Kowal — WOMEN, WOMEN,  
 WOMEN  
 Phyllis Levenson—WHERE DO WE GO  
 FROM HERE?  
 Sylvia Levi—LET A SMILE BE YOUR  
 UMBRELLA  
 Gordon Levin { THE MUTT AND  
 Stephen Morse { JEFF RHUMBA  
 Selma Levine — DARK EYES  
 Eleanor Lewis—AIN'T SHE SWEET?  
 Merle Mandell—'SWONDERFUL  
 Judy Mandelstam—DON'T CRY JOE  
 Deborah Mann — WHO???  
 Glenda Marcus—BABY FACE  
 Herbert Miller—A BOY LIKE YOU  
 Marina Moskow — COME BOYS!!

Muriel Nissen — MY CURLY-HEADED  
 BABY  
 Nancy Palais — DIE ZWEI BRAUNE  
 AUGEN  
 Elisse Robbins—SWEET AND LOVELY  
 Bessie Robinson — "A" YOU'RE ADOR-  
 ABLE  
 Suzanne Rosen—OH, LADY BE GOOD!  
 Eleanor Ross — GIVE OUR REGARDS  
 TO BROADWAY  
 Judith Seltzer — HAPPY TALK (and  
 how!!)  
 Ellen Segal — BONNIE WEE LASSIE  
 Fred Sharf — PERSONALITY  
 Selwyne Shine—IF YOU'RE ANXIOUS  
 FOR TO SHINE  
 Sandra Shohet — HONEY BUN  
 Lewis Seidenberg — MONEY, MARBLES,  
 and CHALK  
 Jerry Siegel—THE SHIEK OF ARABY  
 Frank Sieve—YOU CALL EVERYBODY  
 DARLING  
 Judy Singer—I'M A BIG GIRL NOW  
 Ina Smith—SOPHISTICATED LADY  
 Susan Solomont—SWEET SUE  
 Audrey Stearns — TAKE ME OUT TO  
 THE BALL GAME  
 Harris Stone — A MILLION MILES  
 AWAY  
 Susan Trichter — IF YOU KNEW  
 SUSIE. . .  
 Arthur Wolman—HEAR YE,  
 ISRAEL . . .  
 Mrs. Finstein—IF YOU GIVE ME YOUR  
 ATTENTION  
 Mr. Gordon—CAN'T HELP LOVIN'  
 DAT MAN  
 Rabbi Klausner — WE'RE SO GLAD  
 YOU CAME  
 Rabbi Mandell—A WONDERFUL GUY  
 Torchbearer Staff — OH WHERE, OH  
 WHERE HAS JANE THURMAN  
 GONE???  
 Confirmation—HALLELUJAH  
 Confirmation Dance — SOME EN-  
 CHANTED EVENING

# autographs

Merle Mandell  
 Joanne Banks  
 Bessie Robinson  
 Nancy Paland  
 Eleanor Lewis  
 Frank Sieve  
 Ina Smith  
 Deborah Mann  
 Judy Brown  
 Judith Eisenberg  
 Glenda Marcus  
 Naomi Gordon  
 Sue Foster  
 Linda Burmon  
 Eleanor Ross  
 Sandra Shoket  
 Sylvia Polling  
 El Shine  
 Herbert Miller  
 Jerry Siegel  
 Audrey Stearns  
 Selma Levine  
 Steve Mena  
 Dorothy Hemler  
 Elsa Kahn  
 Lorraine Goldberg  
 Phyllis Lewenson  
 Harris E. Stones  
 Robert Carter  
 Sandy Koval  
 Muriel Nissen  
 Judy Mandelstam  
 Susan Salomond  
 Ellen Segal  
 Gloria D. Karp  
 Mary Holtz  
 Judy Singer  
 Susan Trichter  
 Arthur M. Wolman

**our school**



# SUNDAY FACULTY

(Left to Right)

ROW 1: Mrs. Mildred Tumaroff, Mrs. Benjamin Rosenberg, Mr. Samuel A. Nemzoff, Mrs. David B. Alpert, Miss Esther Wein, Mrs. Leonard Cravath, Mrs. Sally Robinson.

ROW 2: Mrs. Isaac Scligson, Mrs. Fannie B. Linsky, Mrs. Lillian A. Beauvais, Mrs. Harold Flax, Miss Dorothy Weiner, Mrs. George Gold, Mrs. Eleanor Goulston, Miss Selma Lief.

ROW 3: Miss Helen Fine, Miss Maxine Galer, Mr. Myer Gootkin, Mrs. Samuel Adler, Mrs. Madelyn Schreider, Mrs. Allan Kane, Miss Voltairine Block.



# SATURDAY FACULTY

(Left to Right)

ROW 1: Mr. Aaron Gordon, Mrs. Theodore Resnick, Mrs. Daniel Sherman, Mr. Samuel A. Nemzoff, Mrs. Joseph S. Finstein, Mr. Benjamin London, Mr. Arthur Klein.  
 ROW 2: Mr. Samuel Sheinfeld, Mr. Samuel Resnick, Mr. Frank Silverstein, Mr. Milton Bornstein, Mr. Roy Rosen, Mr. Harold Goorvich.

# primary grades

## SUNDAY SCHOOL

Elaine Robinson, 2A

Every Sunday I go to school  
And learn about the Golden Rule.  
I also color, sing, and play.  
At Temple Israel it's a wonderful day!

## MOSES MENDELSSOHN

Judith Nadell, 3B

Once there was a little Jewish boy named Moses Mendelssohn. He loved to study and to go to school. At that time great Rabbis were the teachers in their schools. Moses Mendelssohn studied with Rabbi Frankel. He was a wonderful scholar and Moses Mendelssohn loved him very much.

When Mendelssohn was sixteen years old, Rabbi Frankel went to another city. Moses was heartbroken that he would not be able to continue to study with the great teacher. No rabbi could replace the wonderful scholar, Rabbi Frankel. Moses was determined to go to the city where Rabbi Frankel was.

He walked 67 miles, and finally, tired and dirty, he arrived at the gates of the Ghetto, where the Jewish people lived. But there was a guard at the gate and he refused to let Moses enter the section because he was too dirty. Finally, Moses persuaded the guard to let him enter. You can imagine Rabbi Frankel's surprise to see this young man. He let Moses Mendelssohn study with him, and finally Moses became a great scholar. He was loved by Jews and non-Jews all over the world.

## HANUKKAH

Rosalyn Cutler, 3A

Hanukkah is full of joy  
For every Jewish girl and boy.  
Hanukkah is lots of fun,  
We are glad when it's begun.

I like Hanukkah because its happy and gay,  
I like Hanukkah in every way.  
We light the candles for eight nights,  
Oh, how we love the Hanukkah lights!

## GOD

Peter Golden, 1A

God, our Father, whom we love so much,  
He lives up high in the sky.  
God, our Father whom we love so much.

## REBECCA GRATZ

Susan Wilcon, 3C

Rebecca Gratz was born in Philadelphia. She loved more than anything peace and her religion. For Judaism's sake, she would not marry the man she loved because he was a Christian. She started the first Sunday school. Her goodness and mercy made her known to all. Children especially loved her. She gave her life to helping others. Rebecca's friends told the famous writer Sir Walter Scott about her, and he made her a character in his book *Ivanhoe*. The Rebecca in *Ivanhoe* was good and kind like Rebecca Gratz. She was a great woman.

## HAYM SALOMON

Joyce Perkit, 3C

Haym Salomon was a Jew who lived during the time of the Revolutionary war. He did great things for our country.

He could speak many languages. He made the Hessian soldiers go back to Germany. And he lent money to his country for liberty and freedom. On Yom Kippur eve, two soldiers came to the synagogue with a message from George Washington. The note was to Haym Salomon and it said, "We need \$40,000 to win the war." So Haym Salomon and the people in the synagogue gave the money.

That great man, Haym Salomon, helped save the country.

## SUCCOTH

Joyce Perkit, 3C

On Succoth we build booths. We have the Lulov which is made of three kinds of branches. They are the willow, myrtle, and palm trees. We wave the Lulov to show that God is everywhere. The esrog is like a lemon. The rabbi in the temple holds up the esrog which comes from Palestine and says a blessing over it. This holiday lasts eight days. The last day is called Simchas Torah. Everybody is happy on Simchas Torah because we have the Torah.

## SUNDAY SCHOOL

Barbara Katz, 2A

Sunday School is lots of fun.  
We work, and pray, and skip, and run;  
We like our teachers' nice, kind ways  
During our Sunday School days.

## MY DADDY

Rosalyn Abrevaya, 3B

My daddy was born in Dardanelles, Turkey. His father owned the biggest restaurant in Dardanelles. In this restaurant wine was served, and one of my daddy's happiest memories is helping to make this wine. First the grapes had to be gathered, and then it was the custom to stamp on the grapes forcing out the juices which were put into huge barrels. As a little boy, my father had lots of fun treading on the grapes. At this time, all the Jewish people got together and made a big picnic for the wine making. The fun lasted for a week and sometimes even for two weeks. The vineyards were quite a distance from the city, and my daddy, his father, mother, sisters, brothers, and all the neighbors drove there in horse-driven carts.

Some of the interesting things that my daddy remembers most about Turkey are that all the Jewish people lived in a community of their own in a certain section of the city. Everyone knew everyone else. There was a big synagogue where the Jewish people spent many happy holidays. Each family had its own place in the synagogue. Each man wore a hat called a "fez". This was all red and had tassels attached to it. The rest of the Turkish clothing was almost like what we wear in America today.

My daddy says that Dardanelles used to be the city of Troy, and he often saw men digging behind a closed fence, looking for things belonging to the old city that used to be Troy.

In the center of the community there was one bakery where everyone brought everything that had to be baked on Friday, and long before sundown everything had to be all baked and taken home.

In my daddy's home, Spanish was always spoken because long, long ago, his people were driven out of Spain because they were Jews. Then they settled in Turkey. When he lived in Turkey—my daddy also went to a French school where everything was taught in the French language.

Dardanelles is by the sea and my daddy spent many happy times at the beach. Frequently a whole baked lamb was brought down to the shore and everyone shared in eating it. He can still remember how good it tasted and what fun he had.

Nobody had a bath tub of his own, and there was no running water in the houses; so everyone had to go to a bath house in order to bathe. The men and boys bathed on one side, and the women and girls on

the other. A bath was a big thing in those days!

Each family lived in its own big house with balconies all around where meals were eaten on fine days. The weather was almost always calm and sunny, and if one wanted cherries, figs, or other oriental fruits, he had only to go out into the back yard and pick them.

People slept on mattresses which were put on the floor at night and in the morning, were taken up and put away into open closets.

When my daddy was 8 years old, all those happy times ended. The First World War came. He and his whole family and all the neighbors had to leave Dardanelles and could not take anything they owned with them. They had to leave all their possessions behind them. My daddy had many narrow escapes from bursting shells, and even got lost during the confusion. It happened this way: his father had put my daddy and his sister on a donkey and told them to follow. The donkey refused to move as he was afraid of all the noise. A neighbor who was also leaving noticed the children, took them in charge, and brought them safely to their parents who were already over the mountains and very much worried because they thought the children were lost. The family was happy to be together again, and they travelled by coach, donkey, horse, and boat to Constantinople where they stayed until they all came to America. My daddy arrived in New York City when he was 13 years old.

My daddy certainly had a lot of fun and excitement, and he always remembers his happy years as a boy in Dardanelles.

## OUR CLASS PROJECT

Linda Seltzer, 4A

In Sunday School, one of the things I liked best was our class project. This year we made trays. They were made of metal and it was our job to paint them. We had several subjects that we could paint on them. Our trays could be Passover trays, bread, wine, fruit, or Sabbath trays. Mine was a Passover tray. I painted a scene in Egypt. There was a pyramid in the background, and in the middle there was a man carrying bricks. We all printed Hebrew prayers around the edges. The background of mine was a turquoise blue. I am sure that everyone in my room enjoyed making these trays.

## SUNDAY MORNING

Ruth Rubin, 3A

My name is Ruth, and I am eight.  
On Sunday morning I can't be late.  
To the class of Miss Fine I go with the rest,  
To study and learn what is best.  
Of Hebrews ancient, in story and rime  
we learn of their deeds and we have a  
good time.

## A DAY IN THE FIFTH GRADE

Nancy Milender, 5C

We have a busy day in Mrs. Seligson's fifth grade. First Mrs. Seligson reads the notices, then we have a Hebrew lesson. Thirdly, we study history. We usually read the chapter and answer questions. Then we may have a game or two. And then we have singing or we paint on some posters we are making. Of course, sometimes we have an assembly which usually closes the morning. You can see that we keep quite busy at Sunday School.

## MY FAVORITE SUBJECT

Eleanor Levy, 5C

My favorite subject is drawing or painting. During school sessions I like to draw. I asked my teacher for a piece of paper and crayons and I drew pictures of what we were studying. I drew David the Shepherd, next, the planting of the trees, a picture of Deborah, and a picture of David sitting on his throne. I enjoy this subject very much.

## SUNDAY SCHOOL

Judith Bond, 5C

On Saturday night we lie in bed  
And think of the things that are ahead;  
Sunday School and all its fun.  
And when the alarm sings, we all run.  
We write our names in Hebrew,  
And practise history too.  
When you think of everything that  
we do—  
Isn't it fun to be a Jew?

## SABBATH

Sandra Cutler, 5D

Sabbath is the day of rest;  
A time for thought and study, too;  
And we all wait for something special  
On Friday nights—when Sabbath's new!

First we light the candles,  
That always shine so bright.  
And then we eat the chole  
On this Sabbath night.

Now we'll eat our dinner;  
And then perhaps—a story.  
On this holy day of rest  
We'll forget each worry.

Now you know about the Sabbath  
And so we're off to bed.  
Even when it's over  
It's peace remains in our head.

## THIS LAND IS PALESTINE

Robert Golden, 5B

Conquered people were the Moabites,  
And the Arameans and Edomites.  
They were conquered in your land and  
mine.  
This is the land of Palestine.

The date, the lemon, and the fig,  
And oranges which are especially big.  
Grow in a land so very fine  
This is the land of Palestine.

The Jews conquered many in early days,  
The battles were won in many ways.  
It happened where everything does shine.  
This is the land of Palestine.

## WAYS TO IMPROVE OUR SUNDAY SCHOOL

Hilda Abrevaya, 5A

I think that moving pictures help to make a course of study real and interesting. If movies about the subject under discussion could be shown,—either in home or in school—the pupil would find it much easier to understand the material.

I also think that smaller classes would help because each person would be able to get more individual attention.

Having the girls and boys put on displays about the subject they are studying or on some holiday story also would help to make the class stimulating. I think that many people would try to accomplish the work if these suggestions were put into effect.



# GRADE I

(Left to Right)

ROW 1: Carl Warsowe, Edward Katz, James Rosenthal, Carol Cooms, Leonard Muellner, Judy Berenson, Peter Stonberg, Sharyn Perkit, Alfred Wyner, Joel Kramer.  
 ROW 2: Ronnie Shapiro, Peter Segal, Barbara Gold, Jane Saxe, Robert Hillson, Richard Kaufman, Tommy Leavitt, Sheldon Savage, Mrs. F. B. Linsky.  
 ROW 3: Miss Galer, Harriet Kempner, Robert Traynor, Robin Kaufman, William Bornstein, Barry Wolk, David Maltz, Martin Blank, Robert Jaffe.  
 ROW 4: Eleanor Richmond, Gretchen Robbins, Virginia Strauss, Susan Ostreicher, Leonard Freedberg, Peter Morrison, Miriam Milner, Nancy Horovitz, Eda Gesmer.



# GRADE I

(Left to Right)

ROW 1: Peter Rabinowitz, Wendy Rabinowitz, Maxine Stone, Betty Troderman, Frederic Unger, Peter Golden, Donald Krim, Arthur Krim.

ROW 2: Miss Block, Diane Barrabee, Elizabeth Gordon, Thomas Lee, Eugene Spiegel, Eugene Burgin, Neal Gray, Constance Abramson, Jessica Brown, Stephen Rittenberg.

ROW 3: Warren Yaffe, Judy Rottenberg, David Pass, Scott Friedland, David Gilbert, Eliot Sherman, Ann Poretzky, Elaine Ammerman, Miss Esther L. Wein.

ROW 4: Donald Kurson, William Reichert, Carol Dine, Mark Fanger, Alan Goldberg, Sydney Ann Robinson, Jane Ellen Kurson, Peter Ross, Eliot Fain.



## GRADE II

(Left to Right)

ROW 1: Jeffrey Gustin, Myra Levine, Vivian Gilman, Richard Wyner, Judith Seidel, Charles Kaplan, Richard Lockwood, Susan Cooper, Peter Kaplan.

ROW 3: Deborah Feinberg, David Starr, Deborah Fine, Philip Mason, Ellen Wyzanski, Joel Reingold, Jay Ketover, Brenda Kempner, Margaret Segel, Mrs. Helen Gold.

ROW 3: Nancy Labb, William Segal, Claire Brown, Judy Harmon, Arleen Litner, Kenneth Watchmaker, Millard Alexander, Robert Miller, Peggy Rosenbaum.

ROW 4: Jeffrey Stoneberg, Paul Rovner, Daniel Gorman, Harry Silverman, Marjorie Serkin, Joyce Gorman, Diana Berner, Robert Goldman, Martin Summerfield.



## GRADE II

(Left to Right)

ROW 1: Wendy Greene, David Shikes, Alfred Sifton, Linda Lewis, Irene Levine, Harry Simons, Peter Goldstein, Bobby Bernat, Carol Levy.

ROW 2: Susan Sheinwald, Brenda Gundling, David Katz, Barbara Werby, Ellen Hillson, Ann Hablow, Joel Finley, Marjorie Nathanson, Catherine Davidoff, Mrs. Ben Rosenberg.

ROW 3: Martha Harrison, Elizabeth Pike, Mark Brenner, Elaine Robinson, Nancy Bayard, Vicki Fish, Hope Green, Ellen Cerf, Herbert Finley.

ROW 4: Stuart Roffman, Terry Segal, Robert Bornstein, Paul Weinbaum, Ronald Harold Weintraub, Stephen Prince, Peter Glazier.



## GRADE II

(Left to Right)

ROW 1: Clare Dana, Beth Freedland, Susan Kelz, Eleanor Weiss, Joan Popper, Merrily Mann, Robert Rosenthal, John Graham, Stephanie Simon.

ROW 2: Susan Swartz, Carol Sudhalter, Nancy Greenbaum, Howard Gorney, Robert Rudin, Roger Goldstein, Richard Kaplan, Richard Schaye.

ROW 3: Mrs. Beauvais, Barbara Katz, Lee Wernick, Matthew Feinberg, Alan Morrison, Ann Gordon, Janet Wasserman, Howard Kaplan, Arnold Lasker, Diane Sisson, Mrs. Robinson.

ROW 4: Edward Kaplan, Steven Caplan, Richard Milhender, Jane Rotenberg, Lester Slate, David Seligson, Clifford Adelman, Deborah Zophin, Jill Madfis.



### GRADE III

(Left to Right)

ROW 1: Marilyn Goldman, Nancy Lee Franks, Roslyn Abrevaya, Judith Winograd, Toby Singer, Judith Maltz, Joan Gordon.  
 ROW 2: Mrs. Daniel H. Sherman, Frances Rosen, Pauline Gorman, Charles Rosenbaum, Paul Katz, Clinton Pollack, David Shapiro.  
 ROW 3: Mark Albert, John Starensier, Susan Rosen, Lee Milner, Robert Beal, Paul Fine, Frederick Pritzker.



### GRADE III

(Left to Right)

ROW 1: Bruce Daniels, Barbara Raphael, Lana Levin, Toni Kadetsky, A. Gene Samburg, Susan Wilcon, Betsy Tichnor, Barbara Widett.

ROW 2: Carolyn Goldman, Cynthia Hertz, Judith Kruger, Jonathan Daitch, Barry Solar, Stephen Kaufman, Charles Goldman, Susan Wensky, Barbara Fleischer.

ROW 3: Miss Lief, Norman Holcomb, Marcus Strock, Malcolm Berman, Ralph Jaffee, Minna Horovitz, Clare Stein, Miriam Wasser, Priscilla Beckwith, Mrs. Schreider.

ROW 4: Philip Phillips, Lawrence Korb, Linda Rubin, Benjamin Goldsmith, Peter Traynor, Steven Goldberg, Jane Brown, Eunice Gorman.



### GRADE III

(Left to Right)

ROW 1: Betsy Banquer, Benjamin Lewis, Aaron Weintraub, Kent Martinson, Nancy Fruitman, Carol Stellar, Lawrence Weisberg, Ronald Brown, Fred Daum.

ROW 2: Ellen Holtz, Rosalind Wayner, Linda Glassman, Adele Levin, Marjorie Gutlon, Steven Rosen, Kenneth Olken, Paul Castleman, Roger Wasby, Elisabeth Gross.

ROW 3: Frances Unger, Allen Fanger, Charles Prince, Rosalyn Cutler, James Saklad, James Gordin, Marilyn Gross, Edward Bayard, Miss Helen Fine.

# intermediate division

## PASSOVER

Robert Golden, 5B

On Passover we drink four cups of wine—  
This is the fruit of the vine.  
We also have charoses to remind us of  
bricks  
Which the Egyptian Jews had to fix.  
And of course we have matzo,  
The unleavened bread  
Upon which the wandering Jews were fed.  
We remember Moses who led us away;  
And still we are free today.  
The Jewish people he did save  
And now in Egypt no Jew is slave.  
We hear about Pharoah, the king so cruel  
Who over the Egyptian Jews did badly  
rule.

## SUNDAY SCHOOL IMPROVEMENTS

Josie Kaplan, 5E

We have Hebrew in Sunday School;  
What about a swimming pool?  
We have plays about history.  
What about some mystery?  
Sunday School would be so grand  
If we had a hot dog stand.  
But all that costs so much it wouldn't be  
funny,  
Even Brinks wouldn't have that much  
money!

## THE BOY WHO REMAINED ALIVE

Stephen Brenner, 6B

On November twentieth an airplane  
crashed which was bringing twenty three  
refugee children from North Africa to  
Norway for medical care.

After searching for two days the Norwegian Home Guardsmen found the wrecked plane. All the children were dead except one eleven year old boy, Isaac Albert.

Isaac was taken to a hospital in Oslo where he is getting well. Everybody felt sad about these children. A grove of trees will be planted in Jerusalem in memory of the dead children. A new library will be named for Isaac, and a new building will be built and named in Israel for each of the dead children.

Isaac will be cared for by Youth Alyah in Israel until he grows up.

## THE TREES

Mildred Cooper, 5E

Wood for building, fruit to eat  
It seems the list never ends,  
Even paper comes from trees,—  
Truly trees are faithful friends.

On Tu-BiSh'vat in Palestine  
The custom used to be  
For each girl-child born that year,  
To plant a cypress tree.

Small cedars, too, were planted  
By parents filled with joy  
To celebrate the birth that year  
Of every infant boy.

With this lovely custom  
My little story ends  
For now we surely see  
How trees are faithful friends.

## MY UNCLE IN TEL-AVIV

Ruth Curhan, 6E

My uncle is one of the pioneers that helped build Tel-Aviv. He and his family worked at first, and then fought with the Jewish Army to establish Israel and win freedom for the Jewish people who have come there from war torn Europe. He is very proud of the progress which has been made turning waste land into fertile groves and flourishing cities. He lives in a cement house which he built himself and helps feed his family with vegetables he grew in his own garden.

## PURIM

Joan Katz, 6D

Purim is a gay holiday,  
We laugh, we run, we jump, and play.  
Esther was a beautiful queen  
While Haman was so terribly mean.  
When finally they ordered Haman to swing  
Then Esther and Mordecai started to sing.  
If it wasn't for them we wouldn't be gay  
On this Purim holiday.

## JEREMIAH

Marjorie Bluestein, 5E

About twenty five hundred years ago there lived in Judah a prophet named Jeremiah. Most of the Jews living at that time hated him and thought he was a traitor. They thought Jeremiah wanted

the temple to be destroyed. One day Jeremiah appeared in the temple and told all the people it would be destroyed. Those words hurt the people terribly. This is why! When Jeremiah was quite young, an important book of law was found in the temple. It said that sacrifices should only be brought in the temple. Now the Jews began to believe that the temple was so holy that it could never be destroyed. It was then that Jeremiah said something that sounded traitorous. He foretold that the temple would be destroyed. He told them that the only way they could win God's favor was to love Him and obey His laws. He said that if they did not change their way of living the temple would be destroyed. Now do you see why the people considered Jeremiah a traitor? They thought that because a prophet said it, he wanted the temple to be destroyed.

Shortly afterward the Babylonians descended on Judah and they forced the king to surrender. He and the stronger Jews were led away to Babylonia. But the poor continued living in Judah just as they had before. So, once more Jeremiah appeared. He told the people that they should worship God in accordance to His laws. As before the people paid no attention.

Several years after that, the Babylonians conquered Judah. Jeremiah discovered that the Jews were planning to revolt. They were tired of paying heavy taxes to the Babylonians. The first step toward revolt—the Jews refused to pay. Then the king of Babylonia and his army came down on Jerusalem and laid siege to the city. Jeremiah urged the King of Judah to surrender. His officers, however, threw Jeremiah in prison. Soon people began to die of hunger and thirst. Then the enemy broke through the walls surrounding the city. They burned the temple and city—both as Jeremiah had said. Jeremiah had done everything he could. He was clearly a patriot who loved his land.

### CHANUKAH

Barbara Blank, 6E

Chanukah comes just once in December,  
It is a holiday we all shall remember.  
We recall the Maccabees, so brave and so bold,  
And the war that happened in days of old.  
But today it is different; we light candles  
and pray,  
And we all are happy on this holiday.

### MAURICE SCHWARTZ

Judith Biller, 6B

Maurice Schwartz came to the United States at the age of eleven. He loved the theater even as a boy. His uncle would take him to the theater and he would come home mimicking the actors and trying to remember the parts as best he could. In 1918 he founded the Yiddish Art Theatre composed of young and old actors, giving plays in Yiddish. Among his first players was Muni Weisenfreund, later to become Paul Muni. At the moment Mr. Schwartz is appearing in "Yosele the Nightingale," a folk comedy by Sholem Aleichem. Today, although crowds have thinned, the name of Maurice Schwartz still has a magic ring.

### PASSOVER

Selma Gutlon, 6E

Judith Hyde, 6E

When April comes  
We think of Jews  
Way down in Egypt Land.  
We think of Moses and his brother Aaron,  
Who led us across the Red Sea.  
They ran away from the cruel Egyptians  
Who were trying to persecute them.  
We remember Passover  
With maztos and wine.  
We think of the Seder  
Which really is fine!

### SUNDAY SCHOOL

Stephen Brenner, 6B

Sunday School is fun. There we learn how to read and write Hebrew. We also study history and the Bible, but Hebrew is my best subject, and I find it very interesting.

On holidays we have candies, movies and games. Purim is one of the happiest holidays in the year, and this year we had a wonderful clown who did all kinds of magic tricks. I think that Sunday School is a wonderful place.

## ISAIAH'S SUCCESS

Lois Fleischer, 5E

The prophet Isaiah was perhaps the most successful of all the prophets.

The people of Israel seemed to pay no heed to what Hosea and the others had said, and as a result their land got poorer and the people were more oppressed. The rich went on cheating the poor and bringing sacrifices to God for forgiveness.

The king of Assyria made the Jews of Israel pay large sums of gold, silver, wheat, and other things. Soon the people got tired of paying taxes and refused to do it. They were then made captive to Assyria and intermarried. No one knew what ever became of them; they are known now as the Ten Lost Tribes.

Now, when the people of Judea heard what had happened in Israel they became frightened.

In those days people believed that each nation had its own god. If one land was defeated it meant that its god was small and weak. So naturally they turned and worshipped their conquerers' god.

When this thought crossed the minds of the Jews they said to themselves that their god had let them down. Was he unable to defeat a great enemy?

Oh, if only the Judeans had known or stopped to think that God was doing everything for their own good!

Then as if out of a dream appeared the great prophet Isaiah. Isaiah had very different ideas about God. For he knew there was only one. Yes, he believed there was one god who ruled over all peoples. He knew that God had let the Assyrians destroy Israel, not because he was angry with the Jews. God is not like humans. He is above anger.

At first Isaiah did not know whether to explain this to the Jews, for he remembered how the other prophets had failed.

One day Isaiah saw angels. With faces covered they were singing the praise of the Lord. One angel touched Isaiah's lips with a scalding rock so that he might speak to the people with a pure mouth.

At first the Judaeans paid little attention to him and the few that did only laughed at him.

The Assyrians were planning at this time to destroy all of the land on the Mediterranean Sea. Judea was the first on the list. When the Assyrians came they surrounded Jerusalem, letting no water or food come in. So for the Jews it was starve or surrender.

## AMOS THE PROPHET

Louise Yesley, 5E

The prophet Amos lived about 2500 years ago. He was a shepherd and took care of sycamore trees. He was very much worried about the evil conditions that existed around him. The people believed that if they brought sacrifices to the Temple God would not mind that they were committing evil deeds. Amos told the people that God wanted them to do justice and to be fair to each other; to be kind to the needy, and to do good all the time. He said that the sacrifices would not mean anything to God. Amos warned the people that unless they changed their ways and lived better lives, God would destroy them—even the kingdom itself. The people, however, and the ruling class paid very little attention to Amos and went right on doing the things that were wrong and unjust. Finally, when enemies attacked, the people were too corrupt to be able to fight a strong battle and were divided in their loyalty. They were conquered. It took the Hebrews many many unhappy years to learn that what Amos had preached was the great truth, — that justice and brotherly love are what God wants of man.

The people of Judea discovered that they could stand on top of the wall enclosing the city and throw things on their enemy. A messenger came from the Assyrians to ask the king if he was ready to surrender. Isaiah pleaded with him not to and he didn't.

In the morning the watchman came running and shouting that the Assyrians had fled, leaving many men dead.

Now everyone listened to Isaiah and they believed what he had said about God. Isaiah told the Jews of his hopes for Palestine. He said that someday all wars would come to an end and people will realize that peace is the way to live.

And so it was that Isaiah succeeded in teaching the Jews of God.

## OUR CLASS

"Woody" Klebenov, 5C

Our class has about twenty five boys and girls. We are making a class project now. This is all about David's life. We are hoping to have an assembly and show it to all the school. We are learning a great deal and enjoying our class too.

## THE GREAT EXILE

Michael Gilman, 6B

In our Jewish history we have studied about the Jewish exile which is better known as the Great Exile. The Great Exile occurred when the Romans forced the Jews out of Palestine during a war. The Romans did all that they could to destroy all the buildings—especially the synagogue, because they thought that if they burned the Temple the Jews would not be able to worship God. As a result, the Romans thought that the Jews would lose their spirit and become too weak to recover their land. So the Jews had to leave the land of Palestine and become exiles. They traveled to all neighboring countries to find ways of work. There were many struggles the Jews made to get back Palestine and to win their freedom. Now once again the Jews are happy in the new land of Israel which used to be called Palestine.

## RABBI LIEBMAN WAS AN INSPIRATION IN MY LIFE

Judith Finn, 6E

Rabbi Liebman was my first teacher of the history of our people. Before I was able to study or read by myself Rabbi Liebman acquainted me with the Bible. He told such wonderful stories that I lived right with them. Rabbi Liebman was a wonderful man. He always took great interest in developing our minds. When one was in his presence he couldn't help but feel a friendly welcome. The first time a person met him he would feel as if Rabbi Liebman was his uncle. He used to conduct the Children's services and took great pride in the Children's Choir and plays that were presented. In the classrooms many mornings were spent discussing our classwork, problems, and various other topics with Rabbi Liebman. A morning of this sort always left us light hearted and very proud that we are Jews.

Rabbi Liebman was a friend to all. His name is a name that means peace all over the world. Rabbi Liebman contributed much to the world and his name is one that will never be forgotten.

## WHO IS HE?

Gertrude Price, 6C

He is known as the "Sweet Singer of Zion." He has written many beautiful poems. This man was born about eight hundred fifty years ago in the city of Toledo. I will give you a few titles of some of his poems: "The Pride of a Jew," "The Immortality of Israel," "Oh! City of the World," and "My Heart is in the East." He learned the Hebrew language, Arabic, and Spanish, and wrote many poems in these languages.

Answer: Judah Halevi

## WHO AM I?

Esther Hyneman, 6C

I was an eye witness of the war between the Jews and the Romans. Before Jerusalem was captured I knew as well as Josephus that the Romans would defeat the Jews. I received help from the Roman general who was just making the Roman Empire. Most of the world had heard that I advised the Jews against war. The Roman general promised that he would not destroy the city of Yavneh and let me conduct a school there.

Answer: Yohannan Ben Zakkai

## BROTHERHOOD WEEK

Stephen Brenner, 6B

The week from February 19th to 26th was observed as Brotherhood Week. The idea of Brotherhood comes originally from the Bible. "Love thy neighbor as thyself," we are told in the Book of Leviticus.

The Declaration of Independence tells us that "all men are created equal, and are endowed, by their Creator, with certain inalienable rights. . . ."

Although in America most of us enjoy freedom and liberty, there are many who suffer from discrimination. To be a really democratic nation the treasures of liberty and freedom should be shared by all.

We should think about this especially during Brotherhood week, but should try to practice the principles all through the year.

## OUR PROJECT

James Levi, 5C

In our class we have been making a mural on the life of King David. When we get it done, we are going to use it in a play we are making up. It took us about five weeks to sketch and plan the mural and about two weeks to paint it. I think it is very beautiful, and although it took us a long time to make it, I think it was worth the work.

## WHY A JEWISH CHILD SHOULD STUDY THE BIBLE

Judith Nemzoff, 6B

A Jewish child should study the Bible because in this wonderful book, he can learn many things about his ancestors. He can learn the early history of his people and can see how our religion developed from earliest times. The Bible is the source of many famous quotations which have become part of the literatures of the world. In the Bible we learn of the religious ideas and ideals of the great prophets and leaders. More than anything else, we should know the Bible because it is our gift to the civilization of the world.

## AMERICANS ALL

Anne Starr Harris, 7D

Did you know that a Jewish woman named Emma Lazarus wrote the inscription on the base of the Statue of Liberty?

Did you know there was a Jewish Paul Revere?

You'll meet all these people and many more in the informative and fascinating book called *Americans All* by Oscar Leonard. *Americans All* tells how the Jews helped in the discovery and building of America.

The many stories are full of adventure, and there are many surprises as you learn that the Jews certainly didn't take a back seat in American history.

This kind of book is always a welcome addition to anyone's library, as you can read it over and over and still feel surprised at some of the amazing facts.

I certainly felt a glow of pride to think that George Washington might have lost the war if it hadn't been for a Jewish patriot named Haym Solomon.

I am sure that after you read this book you will feel the same way I do. We Jews are just as important in the growth of our nation as any other people. If someone told me that we Jews didn't belong here, I'd just remind them what would have

happened if Haym Solomon wasn't there to help Washington, and if many other Jews hadn't been there to play their part in American history.

## REBUILDING PALESTINE

Ira Gorman, 5A

The Jews have been rebuilding Palestine for quite a long time. They have been confronted with many problems, not the least of which was the draining out of swamps. Many settlers died of malaria but the spirit of the people did not weaken.

A great part of the land is desert and this land must be irrigated. During the recent war, one of the most heartbreaking occurrences was the destruction of the irrigation projects which had turned sections of the Negev into blooming gardens. Now, once again, the land is free. The great problem now is settling the immigrants that keep pouring in. But here, too, our people are meeting the issue successfully. I feel that in a very small way I have helped because I contributed to the Combined Jewish Appeal out of my allowance and have collected money for the Jewish National Fund.

## WHY STUDENTS SHOULD CONTINUE THEIR RELIGIOUS EDUCATION AS LONG AS POSSIBLE

Geraldine Markun, 7A

I think a pupil should continue to go to religious school for many reasons. If a person had gone through the lower grades of the school, he has only completed part of the course of study. When we get older and our minds are more developed, we are able to go further into the study of our people. We learn to appreciate their literature, holidays, customs, etc.

Another reason is that the children of today have a vast social life. Even though we go to school every day, every child is socially busy many long hours after school, —and sometimes, during school hours. I think our religious education is just as important as our social life and that we should really study and try to enjoy our opportunities for instruction and learning.

As we get older, our happiness depends to a great extent on our religious background. If we understand about our people, their history, customs, culture, and background, we ourselves can become happier individuals.

Enthusiasm, careful study and interest in our Sunday School courses will certainly bring dividends in personal satisfaction and happiness in the future.



#### GRADE IV

(Left to Right)

ROW 1: Ruth Nenzoff, Elissa Romberg, Judy Bennett, Saralee Rosen, Robert Wainer, Howard Muellner, Jerry Goldman, Arthur Gold.  
 ROW 2: Allen Warsowe, Robert Smith, Linda Seltzer, Edward Levine, Ira Friedman, Jimmy Burgin, Stephen Snyder, Henry Leavitt.  
 ROW 3: Mrs. Harold J. Flax, Daniel Weiner, Sandra Katz, Ferne Alpert, Carol Alpert, Barbara Pearlstein, Margery Brown, Jay Porter.  
 ROW 4: James Kempner, Gary Blank, Eugene Ring, Danny Morrison, Joseph Zophin, Bobby Kantar, Allan Paulson.



#### GRADE IV

(Left to Right)

ROW 1: Joan Spinner, William Morse, John Goldman, Judy Greenbaum, Richard Sheinwald, George Yaffe, Howard Rosenthal, Alma Swartz.  
 ROW 2: Kenneth Koplow, Susan Bresnick, Susan Spiegel, Betty Rabb, Carl Shulman, Robert Ginsburg, Joan Sigel, Ronnie Rossman, Alan Gordon.  
 ROW 3: Pamela Etsten, Betty Stoneman, Carl Finkelman, Marvin Kossow, Paul Levi, Stephen Rakov, Anne Morrison, Marilyn Singer, Mr. Theodore Resnick.  
 ROW 4: Barry Sidel, James Sudhalter, Carol Kurson, Amy Greenfield, Marcia Levensohn, Bruce Swerling, Peter Derow, Robert Lane.



#### GRADE IV

(Left to Right)

ROW 1: Stuart Gray, Harvey Simons, James Litvack, Kenneth Dana, Roger Levine, Stephen Marglin, James Berenson, Eddie Krass, Jerry Gamins.

ROW 2: Mr. S. N. Sheinfeld, Kent Barrabee, David Shikes, Claudia Aarons, Janet Perlmuter, Jane Hirschfeld, Joan Adess, Alice Jacobson, Arthur Mason, Roger Sperber.

ROW 3: Joan Maltz, Marjorie Wallace, Jane Lebowich, Mark Robinson, Myron Gilbert, Caryn Finard, Claire Finard, Judy Tarlin, Mrs. Eleanor Goulston.

ROW 4: Dick Cohen, Peter Stone, Lee Bloom, Joanne Werner, Janet Wyzanski, Stephen Lash, Johnny Wineapple, Phyllis Marder.



# GRADE V

(Left to Right)

ROW 1: Constance Fred, Amy Alpert, Jean Castleman, Babette Hanauer, Judith Cohen, Susan Jaffe, David Sachar, Richard Raphael.

ROW 2: James Levi, Woody Klebenov, Eleanor Levy, Marjorie Biller, Judith Frieze, Michael Brody, Michael Swartz, Nancy Milhender, Elsa Wharton, Mrs. I. Seligson.

ROW 3: Mr. Roy Rosen, Robert Golden, Jonathan Lurie, Lois Wayner, Paul Yaffe, Jack Goldberg, Phyllis Golub, Ronnie Mintz, Geraldine Milhender.

ROW 4: Marjory Shepard, Brenda Jaffe, Lesley Madfis, Judy Bond, James Stam, Richard Katz, Daniel Ginsburg, Nancy Stearns.



# GRADE V

(Left to Right)

ROW 1: Marjorie Blucstein, Roger Greenburg, Richard Feldman, Carl Canner, Stephen Werby, Susan Stone, Marica Huberman, Florence Licker, Linda Michaelson.  
 ROW 2: Lois Fleischer, Stephen Herman, Mildred Cooper, Daniel Thurman, William Pokross, Louise Yesley, Josephine Kaplan, Richard Sharf, John Levenson, Nancy Myers, Gail Gundling.  
 ROW 3: Mr. Harold Goorvich, Dolores Laven, Nancy Gorney, Patricia Stern, Arleen Kempner, Carolyn Kleinman, Gail Spivack, Eva Lois Horovitz, Susan Gordon, Paul Pearson, Mr. Milton Bornstein.



# GRADE V

(Left to Right)

- ROW 1: Steve Lerman, Marjorie Solo, Louise Weintraub, Michael Troderman, Howard Myers, David Young, Arthur Levin, Josephine Goldman, Ellen Gorman.  
 ROW 2: Louis Feinberg, Fred Wilcon, Casey Sulkin, Mark Silverman, Jerry Somers, Teddy Wasserman, Frank Greenberg, Joan Widett, Judith Towvinn, Barbara Goldstein, Arnold Freedman.  
 ROW 3: Miss Edith Rosenstein, Barry Daniels, Richard Fields, Wendy Fox, Joyce Saxe, Joanne Feldman, Glenda Ratzkoff, Maureen Abramson, Louise Harrison, Mrs. Kane.  
 ROW 4: Paul Wasser, Stephen Richmond, Paul Prince, David Wolk, David Bakst, David Koplow, Susan Slate, Henry Romberg, Dicky Solar, Charles Robins.



# GRADE VI

(Left to Right)

ROW 1: Donald Roffort, Judith Poorvu, Jane Rabb, Robert Schaye Jr., Alan Caplan, Sheila Levine, Edward Heilbronner, Barbara Blank.  
 ROW 2: Ruth Curthan, Bennet Serkin, James Pritzker, Mrs. Joseph Finstein, Arthur Sondheim, Jane Lewis, Eleanor Black, Joan Hyde.  
 ROW 3: Judith Finn, Judith Hyde, Richard Meyers, Stephen Popell, Grace Deutschmann, Selma Gutlon, Carole Gollance.



# GRADE VI

(Left to Right)

ROW 1: David Levi, Robert Kozol, Donald K Coleman, Robert Warsowe, Richard Steinzig, Stephen Miller, Beatrice Wolfner, Elizabeth Marcus, Susan Bloomberg.  
 ROW 2: Mr. Myer Gootkin, Michael Nieland, Esther Hyneman, Maxine Goldfarb, Marjorie Myers, Lanny Rubin, Jacqueline Pass, Ina Sack, Michael Kaye, Jane Brenner.  
 ROW 3: Paul Brown, Merrill Berman, Alan Yaffe, Stephen Alpert, Steven Fanger, Peter Winograd, Arnold Roffman, Richard Herman, Elaine Cotton.



# GRADE VI

(Left to Right)

ROW 1: Susan Sugarman, Susan Parker, Donald Sumburg, Peter Gardner, David Balkin, Glenda Danziger, Judy Glassman, Marjorie Guterman, Roberta Fritz.  
 ROW 2: Mr. Arthur Klein, Joan Katz, Eliot Bernat, Jane Holtz, Rona Savel, Marjorie Shain, Linda Poorvu, Richard Nathan, Harry Wise, Michael Frieze.  
 ROW 3: David Phillips, Gertrude Price, Margery Weinbaum, Paula Goldman, Susan Rotholz, Louise Olken, Joan Seegal, Stephanie Saltman, Donald Mordeciai.



# GRADE VI

(Left to Right)

ROW 1: Judith Nemzoff, Alan Goldman, Ira Feinberg, Steven Cole, Michael Ruttenberg, Robert Muellner, Arthur Spector, Michael Harting, Naomi Brisk.  
 ROW 2: Mr. Maurice Korinow, Judith Biller, Alan Robbins, William Trilling, Samuel Singer, Donald Robinson, Stephen Brenner, Brenda Isen, Stephen Kramer.  
 ROW 3: Joseph Porter, Mark Golub, John Friedman, William Mendelson, Michael Gilman, Carl Jacobson, Richard Sudhalter, Andrew Morrison.

# senior division

## REBECCA GRATZ VISITS OUR HUMBLE SCHOOL

Lucile Gould, 9B

Flash \* \* scientists have discovered a new machine. Although written and dreamed about for years, a Time Machine has finally become a reality. The machine is going to be tried out at the famous Sunday School of Temple Israel on Longwood Avenue.

Rebecca Gratz, the founder of one-day religious schools is going to be called back from the past (1781-1869) to the present day. The lucky students will be privileged to witness this great event. Let us now focus our attention on the fine, splendid cultured school of Temple Israel.

The intelligent, lovely-looking students are filing in for an assembly. Mr. Eames is standing on the stage. The usually quiet pupils are tense and excited. The teachers have finally gotten them seated and Mr. Eames' golden voice is heard as the services start. Ending an unforgettable service, Rabbi Klausner begins his sermon. It is based on Rebecca Gratz, who was noted for her unusual ability as organizer and worker for a dozen charitable and religious movements, both Jewish and non-sectarian. From his lips pours praise for this great woman as he tells of her unselfishness, beauty, and the love she had for the human race.

The two scientists responsible for the great invention come on the stage.

After an introduction, the scientists adjust the machine and set it to work. A great flash of lightning followed by a thick cloud of smoke appears, and then it happens — the smoke clears away and there she stands in all her exquisite beauty. Her long black hair flows down to her graceful shoulders, and her eyes — such beautiful, clear eyes look down upon us. Gazing upon her, one could well realize why the legend about Scott modeling his famous Rebecca in *Ivanhoe* after her would be true, for she certainly has all qualifications.

A strange feeling comes over all in the little auditorium. Here they have the chance to see history repeated. Then she spoke. Her voice was soft, clear, and deep, but she seemed dazed and bewildered as if she couldn't quite comprehend what was going on. She said she didn't know why, but she felt as if she had to talk and tell us of herself.

Miss Gratz modestly told of the love she had for a man she loved dearly but could not marry because of the difference in their religious beliefs. She told of her being a worker for charity and education in Philadelphia. A smile crept across her face and a twinkle in her eyes as she said she had organized the first one day school for Jewish Education and thought how happy we should be to go to Sunday School. Looking down at the dubious faces staring up at her, she added that someday we would be thankful for this education.

She didn't speak of her beauty, pride, wealth, devotion to her religion; we had to fill in these gaps ourselves.

Miss Gratz suddenly started to waver back and forth, saying that she felt weak, oh, so weak! A flash of lightning appeared, and Miss Gratz was no more.

The scientists rushed on stage with apologies. They confessed that they hadn't perfected the machine, so that the characters summoned from the past had to return soon to their own time.

The students of Temple Israel were the proud witnesses of this astounding thing.

If you who read this are doubtful of the truth of this article, then I leave it up to your imagination. However, do not get excited, for the machine is not perfected as yet to let the characters from the past remain permanently in our world.

## THE PURPOSE OF SUNDAY SCHOOL

Mark Michelson, 9A

In all communities, religion plays an important part. Religion and religious education are very important to our way of life. These are supplied to us by the Temple and the Religious School. These two institutions form the basis for our religious life. The Temple speaks for itself; it is a place of worship and prayer. The Hebrew School, which meets twice a week in the afternoons, teaches a language which is rapidly becoming not only one of religious expression, but the language of a living, growing people. The Sunday School is just what it promises to be: a place for teaching religion and religious history. It is the center of all religious education for the student.

The better the Sunday School, the better men and women it will produce, and the better will be the community.

## SCATTERED COMMUNITIES OF THE WORLD

Susan Trichter, 10B

Did you know that the Jews share the reputation of being one of the most omnipresent people in the world? There is hardly a spot on the earth's surface to which they have not entered. Many Jews have settled far from the Jewish centers of the civilized world. Perhaps it was economic pressure or oppression or even a desire for adventure, which led them to these faraway places. Here are just a few:

There is a strange city of the jungle surrounded by negroes called "Haddo Savanna" which Israel Cohen tells us about. The eccentric life of the Jews is fascinating there as Jewish peddlers make their rounds in primitive costumes of Costa Rica.

In widely scattered parts of the world there still survive rare and unusual little settlements. There are for example, the Yemenite Jews who live in the southern part of Arabia. They are descendants of the Arabs in race and are mainly artisans, craftsmen, and handworkers since modern machinery is unknown. These Yemenite Jews have been migrating to Israel and have proved themselves to be rapid learners and unusually talented in music and poetry.

Another unusual community is the Tabatarians who believe in many of the historic features of Judaism. They are descendants of a group of people who broke off from the Russian Orthodox Church in the 15th century. A few hundred migrated to Palestine where they live in Jewish colonies.

Shut off from contact with the rest of the Jewish world are the large Jewish communities of long ago, one of which is the Jewish community of Bokhara in Central Asia. These people are descended from the Babylonian Jews of nearly two thousand years ago. About 20,000 have survived into this period. They have strong Jewish loyalty and are Oriental. There is a well organized community in Jerusalem.

Since the time way back in the Middle Ages a group of Chinese Jews have lived in Kaifeng Ku; they have yellow skin and slanting eyes. They were known as Tiao Chin Chiao, a sect known as "Mohammedans with blue caps" because they wore these caps while praying.

In Japan, also there was a tiny Jewish settlement of four hundred families, scattered in Tokyo, Kobe, and Yokohama, but these Jews have escaped notice completely.

Although few of these communities are of great active importance in the Jewish destiny of today, they help us to understand the picturesque background of Israel's adventures through the ages.

## THE MAGIC TOP

A Book Review

Cecelia Smith, 7A

THE MAGIC TOP is one of the fairy tales in the book, *BREAKFAST OF THE BIRDS* by Judith Steinberg. This story is about Dinah, the mother of two sons, Nadab, 12, and Amaziah, 10. They were so poor that they sometimes didn't have enough money for a loaf of bread. And when Hanukka drew near, they didn't have enough money to buy tops. Although Nadab didn't mind, Amaziah whined so that his mother spent the money which she had been saving for bread in order to buy them tops.

Nadab didn't play with his top, but Amaziah was so pleased that he played with his all day long, in the house, and down the street. And all of a sudden, the top disappeared. The children asked all the animals in the woods, but none had seen the top. Soon it was dusk, and the boys thought they had better go back home; but in their search after the top, they had lost their way and could not find the road back.

Amaziah began to cry; he was so cold and hungry, but Nadab cried because he knew their mother would be worried about them. Suddenly a dove flew up to them and said.

"Go to this wood; in it is a cave; enter the cave. There you will find your top. But I must warn you—there is a wizard in that cave and if you say anything to him,—or even wink an eye, he will never let you leave the cave."

Overjoyed, the boys promised, and sure enough, in the forest they found an old man; he winked at them, but the boys didn't wink back. In his hand was a top, but they noticed that the Hebrew letters were missing. In place of the letters were images and idols. Then the boys found the cave and went inside. Nadab found himself in deep darkness. Inside was a court and on the throne sat an old man—surrounded by five sons—Mattathias and his five sons. When Mattathias saw Nadab, he said:

"Here is your top which came from a loaf of bread. Take it to your mother, and whenever you eat bread you will taste whatever you want."

Then one of Mattathias' sons led Nadab outside where he joined his brother.

"Close your eyes," and they obeyed. And when they opened their eyes again, they found themselves outside the gates of their village. Their mother was overjoyed to see them.

From then on the boys had tops every Hanukka.

## PRIDE IN AMERICAN JEWS

Abram London, 9B

My favorite class is the ninth grade history class. The teacher is Mr. Resnick.

In this class you learn things that you never learned before. You learn about the Jews that have made this country great. The first few weeks, because the books arrived late, we discussed the first three waves of Jewish migration to America. You learn what these Jews were like, why they left their country, and how well off they were.

The next few weeks we took up the Jews who helped Columbus. The first Jews who came to North and South America, and Jews before and during the Revolution came next. In this study you learn about famous Jews whom your history books hardly mention. One of the main figures that you learn about is Haym Salomon, the forgotten Jew, who helped finance the Revolution. This man is hardly mentioned in ordinary textbooks concerning the Revolutionary war.

Up to now we have discussed the Jews up to the Civil War. We have learned about famous Jewish soldiers as the Franks family, Jews who have fought for their rights in court, as did Asser Levy, and Jews who were active in politics, such as Judah P. Benjamin.

In our history books in school you never read about these famous Jews who have contributed so much to our country. This is why I think the ninth grade history course is so valuable.

## FRIENDSHIP

Harvey Towvim, 9B

One of the most interesting sermons I have heard was delivered by Dr. Klausner at a recent "Shabbos with the Rabbi", at which he spoke on Friendship. In this sermon Rabbi Klausner said that it is better to have two or three friends, or perhaps just one *good* friend instead of twenty "fairweather" friends.

One reason for this is that when one has a few good friends he is able to pay more attention to them and to have fun together. If, on the other hand, he has a lot of acquaintances—sometimes called friends, one must divide his time among them and thus he loses time with each.

The Rabbi pointed out that we choose our friends according to personal preferences. Most of our friends have the same interests and enjoy the same activities. We also seek friends of the same general age range and backgrounds.

I thought that the sermon was very thoughtful and interesting.

## THE BIG SURPRISE

Bessie Robinson, 10A

March Fifth was the big day! All the school waited and wondered for the big Purim surprise that had been promised the pupils of the Sunday classes. Even when the students entered the assembly hall, they had no inkling of what the surprise was to be, and they could hardly wait to find out!

First came a wonderful Purim play presented by Mr. Sheinfeld's fourth grade—*ALICE IN PURIM LAND!* And then—a shout of joy went up from the audience. The surprise was a clown—not just an ordinary clown—but one who could do magic—TITO, the Clown.

Oh, what fun there was then as Tito, with the help of some members of the audience, went through his bag of tricks! Everyone was so absorbed in watching the magic that even the delicious Purim candy was forgotten. That was one day when the children wished that school would never end! I'm sure it was an assembly that we shall never forget.

## RASHI

Elizabeth Marcus, 6C

Surely you have heard of the great Rabbi Shelomoh ben Isaac, who was nick-named "Rashi", because of his initials.

Rashi began to study the Torah when he was only six. He was first taught by his father. It took him only a few years to learn the Hebrew language, as well as the contents of the Bible. In addition to Hebrew he had to learn Aramaic, which, at times, did not make sense to him. His father, however, was a very patient teacher, and Rashi was a bright and willing pupil. Rashi decided to devote his life to the Talmud. When he was eighteen Rashi left his home and went to other cities of Europe where he studied under the greatest teachers of his time. He had no occupation and often suffered from thirst and hunger. He still was determined and would not give up studying. Rashi invented a simple way of making the letters of the alphabet, with which he could increase speed in writing. His knowledge of the Talmud was so complete that he soon became more famous than any of the Talmudical scholars that Spain or Babylonia had ever seen. Rashi's fame is not due to his teachings, but to his written explanation of the Torah and Talmud.



# GRADE VII

(Left to Right)

ROW 1: Aaron Singer, Mark Yesley, William Segal, Cecelia Smith, Joan Blank, Susan Lasker, Sara London, Stephen Porter, Robert Standel Gould.

ROW 2: Mr. S. N. Sheinfeld, Leonard Resnick, Larry Gorin, Joseph Gordon, Ann Burmon, Elsa Ginzberg, David Halperin, Richard Rubin, Joseph Marglin, Mrs. Daniel Sherman.

ROW 3: Maynard Goldman, Charles Simberg, Marc Schwarz, Elsa Finard, Betty Cooper, Nancy Proger, Peter Stroock, Fred Mendelson.

ROW 4: Ralph Kemler, Adrienne Glazier, Barbara Stonberg, Anne Harris, Ruth Greenfield, Peter Drooker, Stephen Dretler.



# GRADE VII

(Left to Right)

ROW 1: Lois Parker, Carol Singer, Linda Lash, Eliot Morrison, Paul Labb, Herbert Bayard, Ruth Castleman, James Gold, John Spooner.  
 ROW 2: Mr. Theodore H. Resnick, Stephan Michelson, Michael Forman, Philip Markell, Herbert Kahn, Betsy Wolman, Amy Gordon, Geraldine Markun.  
 ROW 3: Robert Ross, Miriam Silbert, Linda Green, Richard Seegal, Stephen Stempler, Janet Morse, Lloyd Gordon.  
 ROW 4: Gail Beckwith, Sylvia Rosenberg, Linda Novick, Freda Rosenberg, William Gerofski.



# GRADE VII

(Left to Right)

ROW 1: Susan Harwich, Ralph Rubin, James Brown, Michael Cohen, Barbara Lash, Robert Katz, Paul Spiegel, Lloyd Tarlin, Eleanor Pearlstein.  
 ROW 2: Mr. Frank Silverstein, Michael Price, Alan Morse, Sylvia Oppenheim, Emily Goldberg, Frances Kaplan, Lee Isgur, Nancy Ross, Bob Gorin.  
 ROW 3: Constance Glaser, Deborah Levy, James Harpel, Barbara Lebowich, Wendy Holtz, Roger Cohen, Stephen Phillips.  
 ROW 4: Joan Watchmaker, Richard Yaffe, Edward Goldberg, Stephen Gorin, Howard Goldberg, John Morse, Larry Dallin, Joan Pokross.



# GRADE VIII

(Left to Right)

ROW 1: Wm. Harting, Peter Huberman, Carol Levin, Eleanor Greenburg, Paul Daum, Richard Solo, Joy Myers, Bette Feldman, Barbara Wegner.  
 ROW 2: Judith Fine, Judith Sloane, Stephen Brown, Robert Kurland, Richard Ross, Barry Weiner, Alvin Miller, Mr. Milton Bornstein.  
 ROW 3: Paul Cooper, Gerald Escovitz, Bradley Kuhn, Betty Starr, Gay Sisson, Paula Seegal, Hilda Brody.  
 ROW 4: Miriam Engleman, Richard Fox, David Snyder, Ira Kowal, William Kantar, Henry Bromberg, Stephen Wasby.



# GRADE VIII

(Left to Right)

- ROW 1: Paul Hoffman, David Wallace, Fred Greenman, David Nadell, Barbara Adler, Norman Robbins, Jeanette Kelz.  
 ROW 2: Mr. Harold Goorvich, Lois Kane, Sybil Bornstein, Roberta Milender, Dorothy Seidel, Patricia Brown, Rachel Jacobson, Mr. Benjamin London.  
 ROW 3: Martin Kahn, Linda Lurie, Richard Goldman, Walter Phillips, Michael Reingold, Hilda Abrevaya.  
 ROW 4: Karen Slovin, Jane Stonberg, Nan Barkin, Allen Savage, Arthur Savage.



# GRADE IX

(Left to Right)

ROW 1: Elsa Strauss, Nancy Grahm, Howard Glaser, Fred Cohen, Carol Trilling, David Goldberg, Alan Zuckerman, Elaine Braver, Anne Greenberg.  
 ROW 2: David Markell, Marjorie Herring, Nathalie Bloomberg, Betsy Cohen, Isobel Nathanson, Judy Michelson, Jaqueline Markun, Judith Roman, Mr. Roy Rosen.  
 ROW 3: Sandra Ullian, Joanne Green, Judith Snyder, Lucille Gould, Syril Stone, Nancy Newman, David Rakov.  
 ROW 4: Jacques Wolfner, N. Olken, Peter Banks, Edward Marcus, Steve Robbins, Ronald Weintraub.



# GRADE IX

(Left to Right)

ROW 1: Marion Ginsberg, Richard Bennett, Stanley Waldstein, Maxine Levensohn, Ruth Brenner, Ella Swartz, Lorraine Brenner, Abram London, Elsa Brisk.  
 ROW 2: Mr. Samuel Resnick, Larry Sears, Helen Wolff, Harvey Towvim, Paul Wharton, Rachel Sachs, Judy Kent, Mr. Klein.  
 ROW 3: Cynthia Richmond, Elaine Levine, Betsy Berkman, Robin Gordon, Steven Cohen, Ellen Derow, Alan Cohen.  
 ROW 4: Ezra Goldberg, Lewis Doctor, Mark Michelson, Stephen Wald, Connie Stein, Barry Robinson, Jonathan Beckwith.



**our activities**



# TORCHBEARER STAFF

(Left to Right)

ROW 1: Sandra Shohet, Brenda Isen, Elsa Kahn, Naomi Brisk, Judith Nemzoff, Judith Barnett, Elisse Robbins, Maxine Levensohn.  
 ROW 2: Merle Mandell, Judith Eisenberg, Naomi Gordon, Mrs. Joseph Feinstein, Susan Solomont, Judith Seltzer, Bessie Robinson.  
 ROW 3: Sanford Kowal, Arthur Wolman, Audrey Stearns, Frank Sieve, Jerome Siegal.

## ON A COLLECTIVE FARM IN ISRAEL

Lillian A. Beauvais

High up in the mountains of Galilee, near the Lebanese border, is a young Israeli settlement that the neighboring Arabs look upon with wonder and surprise. Sasa is the name of this Kibbutz (collective settlement), and the Arabs cannot understand why the 120 young Americans left the "Land of Plenty" to come here to these barren hills to work at back-breaking labor from dawn to dusk.

After living with these young people for two months last fall and winter (for 3 weeks as guests and for 5 weeks as workers), my husband and I can appreciate somewhat the real hardships of their life and understand that it is their deep devotion to the cause of rebuilding Israel that enables them to withstand the hardships and to keep making sacrifices in a life that is so new to them.

Sasa can be reached by means of a 3-hour bus trip from Haifa. The narrow road winds up and up into the mountains, around dizzy curves that make the passengers decide that it is best to shut their eyes and leave everything to the skillful driver. And what a collection of passengers—young chalutzim (pioneers); brief case-carrying officials; Arab men with their picturesque white head-dresses, white baggy trousers, and long drooping moustaches; and recent arrivals from Yemen, easily distinguished from all other Jews by their slight build, dark skins, and wiry hair. These passengers are going to other villages and settlements along the road up the mountain. Sasa is the last stop, and there the bus, which is driven by a member of the Kibbutz, will stay overnight, until the Haifa-bound trip at 6 A.M.

The members of Sasa range in ages from 21 to 26 and are mainly from the U.S.A., with a group from Canada and a few from Mexico. Most of the young men are World War 2 veterans, having served in the American or Canadian forces. And most of them have also had college training. They are proudest of their children, 10 of them, the oldest of whom is 2 years old.

All of these young men and women have pooled their resources. Everything is owned in common and no one receives any wages. Governing committees are elected by the membership, who hold weekly meetings, each Saturday night, to thrash out problems and make decisions. They guide their own, and each other's, lives. A doctor, a dentist, and a nurse live in the Kibbutz and everyone receives free medical care.

We had decided that we wanted to see what collective living was like, and we were

accepted as guests by Kibbutz Sasa. For 5 weeks of our stay we worked right along with the "Kibbutznicks," 9 hours a day, 6 days a week. Each night the "Work Committee" posted the next day's assignments. We were interviewed by this committee. It was decided that my husband would work in the carpenter shop, which had just received a government order for 500 fruit-picking ladders. He was to be on the middle shift, which worked from 5 A.M. to 3 P.M., with one ½ hour break for breakfast and another for lunch. That meant that he was awakened by the guard each morning at 4:30. I received no regular assignment, but would be assigned from day to day, according to what work had to be done. During our stay in Sasa I worked in the fields picking figs, grapes, and tomatoes; in the clothes commune mending and ironing; in the laundry scrubbing socks; and in the kitchen waiting on table, preparing vegetables, washing dishes, and scouring pots and pans. All of these were 9-hour work-days except for kitchen duty, which was the least popular and an 8½ hour day. Usually we were awakened at 5:20 and worked from 6 A.M. to 5 P.M. with 2 hours off for meals.

By the end of the day we were exhausted. We had time for a shower—a makeshift affair with one room for the women and one for the men—and if we were lucky there was hot water. Then a short rest and time for the evening meal and the high spot of the day—arrival of the mail, which had been picked up in Haifa by the bus-driver.

The evening program usually consisted of a musicale of recordings in the communal dining hall, or committee meetings, or Hebrew classes. On Friday nights and holidays there were special celebrations. Occasionally a concert team or speaker would come from the city, and every other week there was a movie, also brought along by the bus-driver.

The day off for most people was Saturday. Parents spent the time with their children, who were taken care of during the parents' working hours by especially trained Kibbutz members, in the Children's House. Everyone else either went mountain-climbing (on one of the many near-by mountains) or riding (on horse or mule), or read, or caught up on letter-writing, or just plain rested. Since Sasa has been established on the war-ruined remains of an Arab village there was also plenty of exploring to do for those who were limber-footed and didn't mind the smells of years of Arab primitiveness. Along the sides of the mountain were ancient caves where our ancestors had been buried, and in which in more recent genera-

tions the poorest Arabs had lived. But whether one wanted adventure or rest, the Sabbath was never long enough.

Our home during our stay in Sasa was half of an Arab room. Because of the housing shortage the few remaining liveable Arab houses were being used. The stone and plaster walls had been white-washed and the high-ceilinged rooms were partitioned by planks, which at least gave an illusion of privacy. We liked our kerosene lamp, but were happy when after several weeks, electricity was installed.

Contrary to popular impressions of Israel, the weather, especially in high-up Sasa, was as severe as New England weather when we left Israel shortly after New Year's. Few rooms had heat, so we all just wore as many clothes as possible at all times. My husband spent one day making a kerosene-burning stove out of old pipes and cans that he hunted up around the fields, and though it was an odd-looking contraption, it did keep us fairly warm.

Latest reports from Sasa tell us that new pre-fabricated buildings have gone up, so that each single member or couple now has private quarters; almost every room now has a stove; a nice new shower house has been completed; more cows and chickens have arrived. If we are ever lucky enough to go back for another visit we shall probably not be able to recognize the flourishing modern community which the American chalutzim will have built from the rocky mountaintop they agreed to settle on.

## A TEACHER'S FANTASY

A. Nonimous

I have in view before me a classroom of happy boys and girls who look forward to a morning spent in intensive study. This is just a typical upper grade of the school. The bell has just rung for the beginning of the first period and everyone in class is quiet waiting to hear the weekly bulletin. The teacher is reading in a low voice, and at the words, "... at 11:30 there will be an assembly for the upper grades,—a sigh and groan go up from the throats of our enthusiastic pupils. You can just hear the girl in the front row saying to herself,—

"But this means that we shall miss our history!" The class moans in agreement.

As soon as the opening prayers are over, each pupil immediately takes out his assignment of the week; text books are opened to the assigned lesson and the class eagerly awaits instructions from the teachers.

The silence of quiet study and anticipation is briefly interrupted when a young lady opens the door, quietly removes something from her mouth, and explains to the

teacher why she is five minutes late for class:

"Our car couldn't get started this morning so my mother told me to stay home today. But I didn't want to miss class this morning, so I called a taxi and paid for it out of my allowance."

The teacher nods smilingly and replies, "I'm glad that you decided to come. Had you been absent, our perfect attendance record for the past twenty weeks would have been spoiled."

In the meantime a young lad arises from his seat and begins to collect Keren-Ami from all the pupils; the rest of the class is busy with quiet reading. The teacher is busy with the final attendance report. Things are so quiet that one can hear the footsteps of someone passing in the corridor; but no one in the room bothers to look up from his book!

After the Keren-Ami is collected, class work begins officially. The discussion of the previous week's work is thoroughly analyzed and the new work begins. Every once in a while, you can see the pupils writing something in their notebooks—notes on the lecture. Thus the class continues until a bell rings announcing the end of the first period. It appears, however, that the only one aware of the bell is the teacher who is checking the time against his wrist-watch; the pupils are still engaged in absorbing class discussion. Another bell rings; the teacher announces that he must leave for the next class. Quietly he leaves the room, and the students take out their text-books for their next class. No one seems to have missed recess.

And so it goes for the rest of the class time. Finally the bell rings announcing the assembly period. Quietly the class forms a double line. In a few minutes all enter the auditorium in absolute silence and take their assigned seats.

The assembly program runs off as scheduled, and at the conclusion each class returns to the home-room to await the dismissal bell. Then comes the bell—but the pupils refuse to leave, reminding the teacher that he failed to give an advance assignment for the week. The teacher rectifies this omission. Still the students refuse to leave the school—continuing to carry on a discussion with the teacher. Finally, however, the teacher insists that they leave, and sadly forming a double line, the pupils file quietly out of the room.

Saturday School is over!

Note: In describing our typical class, the author wishes to state that any resemblance or similarity to pupils now attending the Religious School is purely imaginary.

## BEHIND THE SILKEN CURTAIN

Under the direction of Mrs. Mildred Tumaroff, several plays were presented this season by the pupils of the School. The year opened with a Succos pageant presented by the sixth graders entitled **THE FALL JEWISH HOLIDAYS**. For Jewish Book Month in November a play was presented called **STORIES FROM JEWISH BOOKS—THEY SAILED WITH COLUMBUS**. For Hanukkah, pupils of the Confirmation Class presented Miss Fine's radio script, **THE GLORIOUS MACCABEES**. This play was also done in a different form by Miss Fine's third grade. For Thanksgiving, **QUEEN SABBATH** was presented. For the 15th Day of Shvat, Mr. Rosen's fifth grade presented **HERE AND THERE**. At Purim, Mrs. Kane's fifth grade presented **AN ANIMATED READING OF THE PURIM MEGILLAH** and Mr. Sheinfeld's fourth grade presented a play by Mrs. Marenof entitled **ALICE IN PURIMLAND**. Mrs. Robinson's second grade offered a program called **RHYMES** and Miss Block's first grade gave a program of songs we love. One of the unusual presentations this year was a puppet Show called "Jonah and the Whale." All in all we have had a full year with many outstanding dramatic presentations behind the silken curtain.

## CHILDREN'S SERVICES

Children's Services were held for each of the Jewish holidays at the Temple. At most of the Services, a dramatic presentation was offered and songs were sung by various classes. Among the presentations were **THE FALL JEWISH HOLIDAYS** for Succos, **QUEEN SABBATH** for the Thanksgiving Service, **THE HANUKKAH STORY IN SONG** by the Children's Choir for Hanukkah, as well as **A HANUKKAH CANDLE DRILL** and a program of special Hanukkah songs and prayers by Mrs. Fink's Hebrew class, and **THE PURIM MEGILLAH** in animated form by Mrs. Kane's fifth grade for Purim. The attendance was wonderful and the average attendance at all the Children's Services over the year was nearly

600. The Services were especially arranged for children by Mr. Nemzoff. Rabbi Klausner and Rabbi Mandel preached the story-seromnettes at the Children's Services. At the Thanksgiving Day Service, we were happy to be present at the naming of Rabbi Mandel's newly born daughter, Amy Joy. Following each service, refreshments appropriate to the holidays were served by the Parent-Teachers' Association. We shall all remember the wonderful services we enjoyed at the Temple and the many lessons we learned from them.

## FAREWELL ORATION OF THE TORCHBEARER STAFF

Sandra Shohet and Elsa Kahn

Teachers, students, and readers, lend us your eyes.  
We come to write the Torchbearer, not to read it!  
The writing that men do lives after them, the reading is oft' interred within covers.  
So let it be with the Torchbearer.  
The noble Torchbearer staff hath told you they were ambitious;  
If it were so, it was an accidental virtue, and grievously have they answered it.  
Here under leave of Mrs. Einstein and the rest, come we to speak at the Torchbearer ending.  
It was our yearbook, compiled and edited by us.  
Yet it was the school's yearbook and we are honorable men.  
When that the school hath begged, we have written.  
Yet it was the school's yearbook and we are honorable men!  
We have brought many subscriptions home to the office,  
Whose orders did our writers fill.  
Yet it was the school's yearbook and we are honorable men.  
We speak, not to disprove what you here read, but here we are to say what we do know.  
Bear with us, our hearts are in the binding there with the Torchbearer,  
And we must pause until you have read it.

## CHILDREN'S CHOIR

The Children's Choir under the direction of Mr. Samuel Adler, our Music teacher, gave two programs for the School; one at Hanukkah and one at Pesach. Among the selections they gave were two original songs by Cantor Hugo Adler of Temple Emmanuel, Worcester, the father of our Mr. Adler. These songs were entitled **THE HANUKKAH STORY IN SONG** and **CHAD GAD YO**. In addition, the Children's Choir gave two programs over the radio on Station WCOP on Miss Block's Children's Song Bag Program.

## SHABBOS WITH THE RABBI

The Saturday Classes had opening Services in their classrooms which were based on the portion of the week from the Torah and the Haftorah portion from the latter books of the Bible. In addition, the Saturday classes had special monthly Services conducted by pupils of the Confirmation Class. Rabbi Klausner preached the sermons.

After the Services pupils went to the Social Hall where the Parent-Teachers' Association served delicious luncheons. Following the luncheons, Rabbi Klausner led question and discussion periods called **SHABBOS WITH THE RABBI**. These monthly Services and discussion periods were regarded as a most enjoyable feature of our program for the Saturday classes.

## SOCIAL DANCING

Something new was added this year! The pupils of the Saturday classes learned to trip the light fantastic. Sixty-four boys and girls met on ten Saturday evenings to learn social dancing under the direction of Mr. John Nott a well-known instructor. The younger classes met from 7:30 to 8:30 p.m. and the older classes from 8:30 to 9:30 p.m. The older classes stayed behind for a Social Hour which lasted until shortly after ten o'clock. Refreshments were served by a group of Room Mothers who acted as hostesses. Arrangements for the Social Dancing Classes were under the direction of the Parent-Teachers' Association. Thanks are due to Mrs. Leon Margolis, Mrs. Aaron Gordon, and Mrs. David Olken who took care of all the details. We all look forward to another year of these Dancing Classes for they were so thoroughly enjoyed by all who participated in them.

## THE PASSOVER SEDER

Two Seders were held for the pupils in the School. The Temple classes had their own Seder in the Vestry. The Meeting House Classes had their Seder in the Social Hall. Boys and girls entered the Social Hall and the Vestry to find tables set with symbols of Passover, with flowers, with white tablecloths—all giving a festive appearance. Mothers of the Parent-Teachers' Association worked hard to make arrangements for the Seders. Thanks are due to Mrs. Leon Margolis, P.T.A. President; Mrs. Nathan Pearlstein, Chairman of Room Mothers; Mrs. George Markell, Chairman of Floral Arrangements and Mrs. Henry Bakst and Mrs. Mark Weintraub who were directly in charge of the Seders as well as the many Room Mothers who assisted. A special Haggadah for the Seder was arranged by Mr. Nemzoff and contained the prayers, responsive reading and singing of the traditional Passover Hymns.

Pupils taking part in the Passover Seder were Joseph Porter, Robert Muellner, Judith Nemzoff, Richard Bennett, Brenda Isen, Linda Seltzer, Ellen Gorman, Josephine Goldman, Jerome Somers, Howard Muellner, Arthur Gold, James Kempner, Marjorie Brown, Neil Gray, Eugene Burgin, and Maxine Stone. Mrs. Gold's second grade sang the story of Chad Gad-Yo as arranged by Cantor Adler of Worcester.

## THE FLICKER SCREEN

Through the Barbara Hoffman Fund, the School received sometime ago a new screen, a movie projector, a stereopticon lantern slide machine, and an RCA playback machine for records. These gifts have enabled us to see many films and slides.

The Saturday classes saw **HOME COMING 1949**, **AMOS**, **RACES OF MANKIND**, **SING A SONG OF FRIENDSHIP**, and **ONE GOD**.

The Sunday classes saw **ASSIGNMENT IN TEL AVIV**, **CARTOONS FOR HANUKKAH**, **THE BIRTH OF MOSES** and film strips on the various holidays and on Biblical stories.

The RCA playback machine was used extensively by the Social Dancing Classes for the older grades which met on Saturday evenings.

## ART PROJECTS

Jeanette G. Alpert

Sometimes the art project starts with a definite idea, and we seek the proper medium for its illustration. "Soil conservation in Israel" calls for colored plasticene and sponges in a diorama, as well as striking posters in tempera and modelled maps in clay.

The desire for an example of Jewish art in the home is the incentive for plates, trays, bracelets, bookends, etc., ornamented with Hebrew text as motif of the design. A quotation from the poet Bialik on hammered metal, formed and designed into something of beauty and utility in the home, gives new pleasure whenever it is used.

Some particular need in the classroom may be the basis of an art project. To convey clear conception of the prophets, to illustrate some account in the Bible or an event in history, to represent Jewish life, to adorn and ornament the celebration of a Jewish holiday, to signify Jewish movements and leaders, to make concrete and vivid some person, passage, or place, is to utilize art in its varied forms and media.

Every child, in every grade, can paint and draw. The long pageantry of our history, the sentiment and color of our holidays, the majesty of our heroes, the vigor and glow of our faith, offer plenty to "paint." Sometimes paintings are stronger than words and help the words to be remembered.

The art program at Temple Israel is part of the religious instruction and closely related to the regular classroom teaching. This season, we have used wood, tin, copper, ceramics, textiles, aluminum, plastics, and other materials to enrich and illustrate our religious school studies. The processes included painting, etching, sketching, stencilling, engraving, modelling and hammering.

Through art, we are encouraged in our book studies. In the words of the 90th Psalm, "The work of our hands, establish Thou it."

## WEEK-DAY HEBREW CLASSES

On Tuesdays and Thursdays, 136 boys and girls come for instruction in Hebrew. There are seven classes. These classes have a five-year program of study which includes reading and writing Hebrew, Hebrew grammar and translation of Bible stories in Hebrew as well as many related songs, games and projects. The Hebrew Classes have grown year after year. This year the first group of pupils to complete the five-year program will receive their certificates of accomplishment.

## KEREN AMI (FUND OF MY PEOPLE) REPORT

You all know what the Keren Ami is: the Fund of My People; the money given by us as used to help Jews and non-Jews here and abroad. All of us contribute to this fund because it is our duty to help those who are less fortunate than we are.

The following contributions have been voted by the pupils of the School from the Keren Ami Fund:

Committee of One Hundred for Negroes .....	\$5.00
Bay State Society for the Crippled & Handicapped, Inc. ....	10.00
Federal Council of Church, Dept. of Race Relations .....	5.00
The Jewish Braille Institute of America, Inc. ....	10.00
American Foundation for the Blind .....	10.00
Boston Tuberculosis Association .....	10.00
Council of Jewish Women .....	10.00
Hebrew Ladies' Home for the Aged .....	10.00
Home for Jewish Children .....	10.00
Jewish Memorial Hospital .....	10.00
Jewish Women's Scholarship Association .....	10.00
Jewish Tuberculosis Association .....	10.00
The National Farm School .....	10.00
United Negro College Fund .....	10.00
Boston Committee to Aid the Blind .....	15.00
Jewish Child Welfare Camp ....	15.00
Hebrew Teachers' College .....	25.00
Lt. Hirschel L. Gutman Foundation, Inc. ....	10.00
Children's Hospital .....	10.00
American Cancer Society .....	25.00
National Council to Combat Blindness .....	15.00
Moeth Chitim—Passover Food for Needy .....	10.00
National Jewish Hospital at Denver .....	25.00
Community Fund .....	25.00
Red Cross .....	25.00
Hebrew Union College .....	50.00
Infantile Paralysis (March of Dimes) .....	35.00
Planting of Trees in Palestine— Palestine Arbor Day .....	100.00
Combined Appeal (Assoc. Jewish Philanthropies, United Pales- tine Appeal, etc.) .....	900.00
Youth Aliyah .....	75.00
Temple Israel ....	100.00
	<hr/>
	\$1590.00

# THERE ARE TWO SIDES, TO EVERY QUESTION, ETC., ETC.

or

## IT HAS HAPPENED HERE . . .

Mr. Harold Goorvich

If pupils were teachers—what would they say

To the many excuses we hear all the day?  
Can these be the same ones that you've oft' rehearsed—

Now, what would you say if the shoes were reversed? ? ?

1. "Late? Am I late? It can't be! I started out the same time I always do!" (She always gets in late!)
2. "My mother got up late!" (Maybe she thought he had gone early!)"
3. "We-e-ll you see h-h-" (stretching) . . . "there was a dance last night. . . ." (Still half asleep!)
4. "I missed the bus. . . ." (He missed it long before this!)
5. "It wasn't my fault!" (It never is!)
6. "Last week?? OH, I went to a Bar-Mitzvah. (A regular playboy!)"
7. "My absence? I had a cold! (It was rather cold out.)"
8. "Well, you see . . . my little brother was sick, and I had to take care of him. . . ." (little step-child of Fate—there are only two maids in the house!)
9. "I had to take a piano lesson!" (They're given only on Saturdays, of course!)
10. "My school had its annual track meet!" (In what unabridged dictionary does "annual" mean "twice a month?")
11. "Homework? Was there any? I didn't hear you give it. (Someday she'll wake up?)"
12. "Well, you see, I slept over at my girl friend's house and left all my books there!" (Probably lives next door!)
13. "Sure, I've got it done. . . . I just couldn't find the answers!" (Nuff Said!)
14. "I was absent!" (Even when he's here,—the assignments are usually absent!)

These lines will give you just a faint idea  
Of stories with which you bend our ear!  
And while we listen with tolerant smile—  
Our minds are projected ahead a long  
while—

When Your kids will come with their tricks  
and their ruses—

And will probably try the same old excuses!

# CANDIDLY SPEAKING

## Corridor Interviews with our Faculty

Bessie Robinson, 10A

RABBI KLAUSNER

After having heard about the magnificent accomplishments of Dr. Klausner both abroad and in this country, I could not help but wonder what an interview with him would be like. My first impression was his friendliness, sincerity, and his ability to put one at ease. After talking with him for only a short time, I realized that only a man with his dynamic personality could have achieved such great heights while yet so young.

To most people he is a quiet man, lean and even small in stature. His complexion is dark, and his deep brown eyes twinkle at you from behind horn-rimmed glasses. Having been born in Memphis and educated in Denver, Dr. Klausner has an entirely unaffected Southern drawl, and thinks that Bostonians have a "funny" accent.

In 1938, Dr. Klausner was awarded a freshman scholarship "as the most promising student." In 1947, at the age of 33, when he received an honorary degree of Doctor of Divinity, he was lauded as "a resourceful young chaplain of the United States Army, of extraordinary help to his people in their hour of distress, comforter of the helpless victims of German tyranny, sustainer of the morale of hundreds of thousands in concentration camps in Central Europe."

About his European experiences, Dr. Klausner said little. But upon investigation I discovered that among other things, Rabbi Klausner established the Central Committee of Liberated Jews in Germany, of which he is now the chairman. Ignoring red tape, doing what he thought best at the moment, he was able to save the lives, the dignity and self respect of many thousands of Jewish war victims.

Rabbi Klausner has other interests besides Temple affairs. When he has the time, he enjoys horseback riding and tennis. He has no pet peeves, for to him, a peeve is something that bothers you, but over which you have no control.

He is impressed with Temple Israel as being an excellent example of a vigorous Jewish community where sons and daughters of Temple Israel not only accept their Jewish heritage, but find it a source of inspiration for daily living.

We are certainly fortunate in having such a versatile individual as our spiritual leader.

RABBI IRVING A. MANDEL

Irving A. Mandel was ordained as a Rabbi in 1947 at the Hebrew Union Col-

lege where he became a close friend of the late Dr. Liebman who was, at that time, Rabbi of Temple KAM in Chicago. Rabbi Mandel came to Temple Israel to study under and to assist his friend, Rabbi Liebman. However, when Dr. Liebman died, Rabbi Mandel was placed in a position of complete responsibility for one year. The task was an onerous one, but because of his virile personality, friendly smile, and tact and patience with all concerned, he won himself a myriad of friends and supporters.

Prior to coming to Temple Israel, he was in Jerusalem for one year. Both Rabbi and Mrs. Mandel had come to Jerusalem to study at the Hebrew University in that city. On a rainy day, with all kinds of artillery fighting, rifle shooting, and bombing, a messenger on a bicycle rode up to his residence to deliver an order to appear at secret Haganah headquarters to be enlisted as a member of the defensive force in Jerusalem. He was immediately stationed in the hotel on the outskirts of the city where the famous Anglo-American commission had been housed earlier in the year.

His most exciting experience in Jerusalem was on a tense Saturday evening when the Rabbi, Mrs. Mandel, and a group of friends went to see an American movie. After the performance, they walked up the main street of Jerusalem, debating which of two cafes to enter for an after movie snack. Fortunately they chose the right one. Five minutes after they entered the first cafe, the second one was bombed.

Rabbi Mandel is greatly impressed with the "high level of intelligence of Greater Boston Jewish youth, the excellent public school system, and the enlightened religious school training." His youthful and refreshing appearance led him to make the following remark when I asked him about his pet peeve which is "Being congratulated on Saturday mornings by people who confuse me with the Bar-Mitzvah boy." His interests are many and varied. He enjoys photography and modern art, but since the birth of his daughter, Amy Joy, his favorite pastime is spending hours watching the miracle of a growing child.

His message to the Confirmation Class is unpretentious, direct, and pertinent.

"Never underestimate the powers which will be yours if you enjoy and appreciate your Jewish heritage. The key word for the future of Judaism in America is Affirmation. Do not fear your days of doubt and questioning, your moments of 'ne-saying', but strive to make a mature yea out of every question."

#### MRS. JOSEPH S. FINSTEIN

Getting an interview with Mrs. Finstein was no easy matter. Somewhere, however, in between classes, and *Torchbearer* meetings, I managed to cull the following information.

When she isn't teaching the Confirmation Class on Saturday mornings, or the sixth grade on Sunday mornings, or meeting with the *Torchbearer* Staff, or compiling the Brookline-Brighton HADASSA-GRAM, she devotes her energies to keeping house and keeping up with her five year old son, Arthur. In between these routine jobs, however, she has managed to take up the hobby of furniture refinishing.

Before marriage, Mrs. Finstein, was a High School teacher of English. (Perhaps this explains her constant emphasis on exact and grammatical language!) When I asked her for her pet peeve, Mrs. Finstein replied, "Students who complain that there's too much to do and not enough time to do it in. One finds time for the things that one wants to do!"

Certainly if we followed Mrs. Finstein's example, we would be able to enjoy many of the activities which now seem burdensome or extra.

#### MR. AARON GORDON

"Early to rise and early to bed makes a man healthy, wealthy, and dead!"

Some such remark usually opens Mr. Gordon's class period. His sense of humor has brought him fame throughout the Religious School. Although Mr. Gordon says, "Old men like to give good advice when they cannot set a bad example" I'm sure that most of us will agree that he has been anything but that for all the Confirmation classes that have come under his guidance. Using the text book as a jumping off point, so to speak, Mr. Gordon lectures, sprinkling his talks with humor and a liberal supply of shall we say "corn". His survey course of Jewish history is one that helps to make our Confirmation year at Sunday School a memorable one.

Among his other activities are those of instructor at Boston Latin School and Director of Camp Tevya.

#### MR. HAROLD GOORVICH

All of us, undoubtedly remember with affection those classes on national Jewish organizations which we studied way back in the eighth grade with Mr. Harold Goorvich. Not the least of those memories will be Mr. Goorvich's sense of humor and his booming voice! He can be as funny as he can be serious!—feeling that each has its time and place.

A public school teacher at the Charlestown High School, Mr. Goorvich also finds time to serve on the P.T.A. Board, and to participate in other organizational work.

His pet peeve is those pupils who say, "But I'm an honor student in public school," and,—if you read this book very carefully,—you will find an article that tells how Mr. Goorvich feels about Sunday School excuses!

Our own secret service also discovered that he is a very proud daddy of an almost year old little daughter.

We can almost look back on those distant years, and muse:—"Oh, to be in the Seventh Grade once more—because then we'll be in the eighth!"

#### MRS. HAROLD FLAX

Besides being married and teaching Sunday School, Mrs. Flax has many other activities. She is president of the Sisterhood of Temple Ashkenaz in Cambridge, and Social Secretary of the Women's Association of the Hebrew Teachers' College. She has also been actively associated with our own Parent-Teachers organization for several years.

Mrs. Flax was in a very nostalgic mood when we interviewed her and gave us some very surprising information:—that next to Mrs. Linsky, she (Mrs. Flax) is the oldest teacher in service to Temple Israel. It was hard to believe in one so young!

Her week-day Hebrew classes and her Sunday fourth grade certainly can testify to her young spirit and appearance!

#### MISS EDITH ROSENSTEIN

Perhaps some of you have visited the special class which our school maintains for children who are hard of hearing. The teacher in charge of this group is Miss Edith Rosenstein. It would take a great deal of time to tell you of the specialized training which a teacher must undergo in order to work with a group of this kind.

Miss Rosenstein feels that it is wonderful to have a share in helping these children to find religious satisfaction and solace. Those of us who have read the biography of Helen Keller know how much it means for a child to be able to find methods of understanding and expression. These children participate in class activities which are related to the general school curriculum. So successful has the class been that some of the children were able to proceed on to regular class work holding their own in regular classes, and one girl even went through to Confirmation. It must be very rewarding for Miss Rosenstein to help these children,—who might otherwise not have any training in this field whatsoever,—to learn something about our people.

#### MISS HELEN FINE

I'm sure that most of us have been in at least one of the numerous plays that Miss Fine has written for our school. Everyone has certainly enjoyed them. How the little children love that class!

Cf course, outside of Sunday School, Miss Fine also manages to teach weekday Hebrew Classes, teach public school, take courses, continue her play writing, and in general serve as a model of how to keep busy. She has done script work and has written several pieces for the P.T.A.

Right now Miss Fine is anticipating a visit to Israel which she will make this summer.

Her pet peeve is "Children who don't appreciate Sunday School." Like most teachers—and students—Miss Fine has a long cherished hope which is:

"Ah, here's my dream:—if 'twould be  
my fate  
On Sunday morning to sleep late!"

Well, although, we'd like to grant the wish,—how could we get along without you???





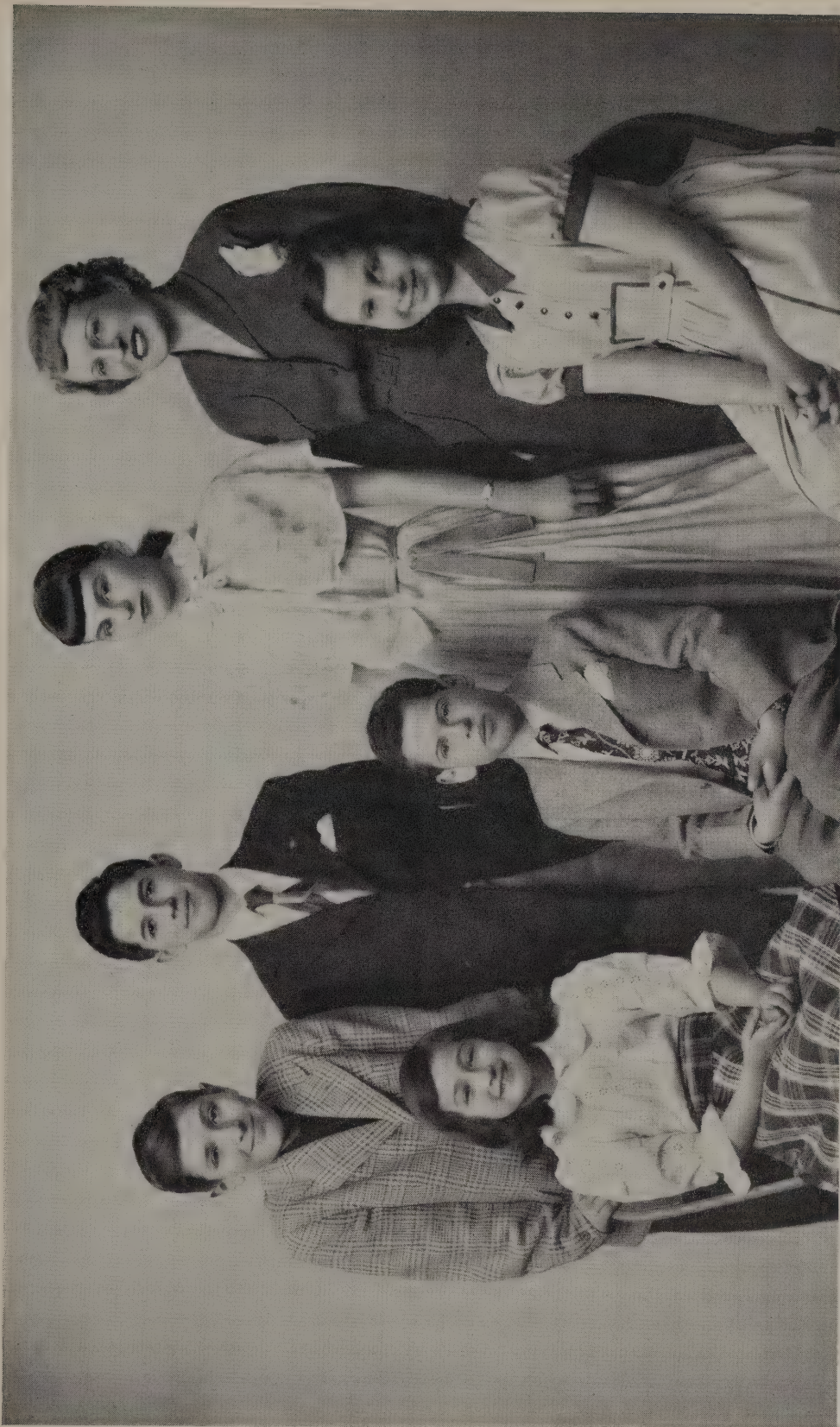
TEMPLE JUNIORS  
*(Left to Right)*  
 ROW 1: Judy Holtz, Anne Sugarman, Rolf Kates, Barbara Hoffman, Annse Sieve.  
 ROW 2: Ruth Pearlstein, Karl Schwarzenberg, Rabbi Mandel, Susan Solomont, Alvin Somers, Yale Gilfix.



# POST CONFIRMATION CLASS

(Left to Right)

ROW 1: Ilene Heins, Annsie Sieve, Walter Goldfab, Richard Morrison, Alvin Somers, Carole Barry, Judith Steinberg, Joanne Kaplan.  
 ROW 2: Renée Gates, Charlotte Blank, Elinor Waldstein, Mr. Lurie, Rabbi Mandel, Barbara Chamish, Judy Holtz.  
 ROW 3: Rhonda Godes, Miriam Lipman, Anne Sugarman, Elaine Brody, Cyrill Green, Roberta Stahl.



# DRAMATICS

Front Row (l to r) Ruth Nemzoff, Robert Golden, Janet Wyzanski  
 Rear Row (l to r) Kassel Sulkin, Richard Bennett, Elisse Robbins, Mrs. Mildred Tumaroff



# WEEK DAY HEBREW CLASSES

(Left to Right)

ROW 1: Marjorie Solo, Richard Feldman, Roger Greenburg, Michael Troderman, David Young, Stephen Herman, Danny Thurman, Kassell Sulkin, Robert Warsawe, Louise Weintraub.

ROW 2: Mrs. Robert G. Fishman, Paul Labb, Brenda Isen, Robert Gould, Stephen Kramer, Arthur Spector, Michael Harting, Charles Robins, Henry Romberg, Arnold Roffman, Mrs. Saul Richman.

ROW 3: Diane Zophin, Richard Sudhalter, Donald Glazer, Paul Brown, David Koplou, Lloyd Tarlin, Stephen Alpert, Steven Fanger, Stephen Stempler, Susan Slate, Michael Nicland.



# WEEK-DAY HEBREW CLASSES

(Left to Right)

ROW 1: Aaron Singer, Mark Silverman, Naomi Brisk, Judith Nemzoff, Robert Muellner, Eliot Morrison, Susan Lasker, Alan Robbins, Ralph Rubin, James Brown.  
 ROW 2: Mrs. Kane, Joseph Gordon, Freddy Ginsburg, Paul Spiegel, James Gold, Richard Bennett, Peter Strock, Paul Prince, Michael Gilman, Elsa Brisk, Miss Helen Fine.

ROW 3: Billy Mendelson, John Friedman, Bradley Kuhn, Michael Koplow, Marjorie Herring, Gerald Escovitz, David Snyder, Paul Wasser, Mr. Korinow.  
 ROW 4: Larry Dallin, Richard Siegal, Matthew Levine.



#### WEEK DAY HEBREW CLASSES

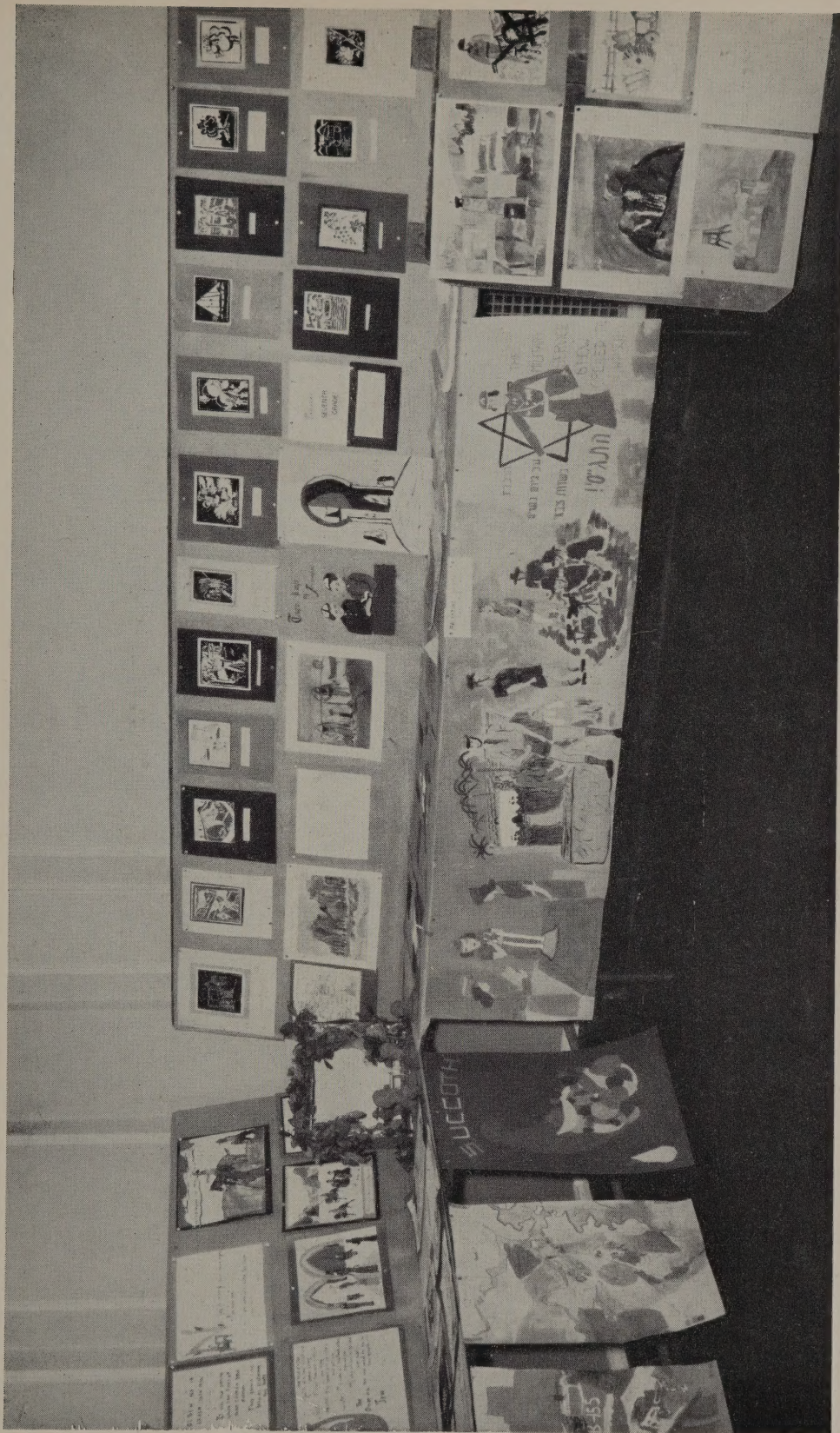
(Left to Right)

ROW 1: Benjamin Lewis, Aaron Weintraub, Elissa Romberg, Judy Bennett, Ruth Nemzoff, Robert Wainer, Barry Solar, Benjamin Goldsmith, Allan Warsowe, James Kemper.

ROW 2: Mrs. Harold J. Flax, Jane Brown, Robert Smith, Edward Levine, Stephen Snyder, Ira Friedman, Howard Mueller, Henry Leavitt, Linda Seltzer, Daniel Weiner, Arthur Gold, Mrs. Ralph Fink.

ROW 3: Ellen Gorman, Jimmy Burgin, Allan Paulson, Fred Wilcon, Gary Blank, Penny Weintraub, Joseph Zophin, Ira Gorman, Josephine Goldman.

ROW 4: Eugene Ring, Frank Greenberg, Charles Prince, David Bakst, Bobby Kantar.



## **acknowledgments**

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